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ABSTRACT

The Governor's Education Study Committee in Louisiana has compiled this extensive report covering teacher salaries, financing public education, teacher certification, pupil-teacher ratios, and the professional literature on merit pay, differentiated staffing, and accountability. Using data from a statewide survey of teachers and administrators and comparative data between Louisiana and other states, final recommendations were adopted: (1) that the legislature enact a new state teacher salary schedule granting increases; (2) that teahcer certification be based on professional development and financial inducement; (3) that other school employees be granted salary increases; (4) that payment be made for additional inservice days; (5) that state payment for nondegree teachers be eliminated; (6) that a uniform policy for granting credit for teaching experience be adopted; (7) that additional pay for post-master's degree work be only for planned programs; and, (8) that consideration be given for a statewide insurance plan for teachers. Extensive tables and discussion provide supporting data and details of the recommendations. (DW)

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STAFF REPORT
TO THE
GOVERNOR'S EDUCATION STUDY COMMITTEE
AND
REPORT TO THE GOVERNOR
BY THE
GOVERNOR'S EDUCATION STUDY COMMITTEE

EA 007 212

Governor's Education Study Committee
Baton Rouge, Louisiana
May 1975

Preface

In late September 1974, Governor Edwin W. Edwards named a statewide committee to study and make recommendations on teacher pay and other facets of public education. The Governor stated:

> "In establishing this committee I want to see Louisiana develop some approach, whether used in other states or original, that will grant increases in a manner that will give some assurance that they will contribute to upgrading the product of the schools."

Committee members appointed by the Governor represented a variety of interests and backgrounds. They were:

Edward J. Steimel, Chairman
  Executive Director, Public Affairs Research Council, Baton Rouge
Victor Bussie
  President, Louisiana AFL-CIO, Baton Rouge
Shelby Davis
  Partner, Voorhies, Davis and Clostio, CPA's, Lafayette
Francis Durand
  Partner, Ernst and Ernst, New Orleans
Ms. Cheryl Epling
  Executive Vice President, United Teachers of New Orleans, New Orleans
Dr. James W. Firnberg
  Coordinator, Institutional Research, LSU, Baton Rouge
Mrs. Henrietta George
  President, Monroe City School Board, Monroe
James Graugnard
  President, Louisiana Farm Bureau Federation, St. James
J. K. Haynes
  Executive Secretary, Louisiana Education Association, Baton Rouge
Ralph F. Howe
  Manager, Baton Rouge Refinery, Exxon Company U.S.A., Baton Rouge
Dr. Joseph C. Kite
  Assistant Superintendent for Management, Research and Finance,
  State Department of Education, Baton Rouge
J. O. Lancaster
  Superintendent, Ouachita Parish School System, Monroe
James Morris
  Assistant Executive Secretary, Louisiana Teachers Association, Baton Rouge
George D. Nelson
  President, Querbes and Bourquin Insurance, Shreveport
James D. Prescott
  Executive Secretary, Louisiana School Boards Association, Baton Rouge
Charles E. Roemer II
  Commissioner, Louisiana Division of Administration, Baton Rouge
Edward W. Stagg
  Executive Director, Council for a Better Louisiana, Baton Rouge
Don W. Truly
  President, Louisiana Teachers Association, Baton Rouge
Volover W. Williams
  President, Louisiana Education Association, Baton Rouge

The Governor's Education Study Committee held its organizational meeting on October 7, 1974. Mr. J. O. Lancaster was elected vice-chairman. The committee decided to employ an independent research staff, and $50,000 was provided by the State Department of Education to finance operations of the committee and staff.

A research director and co-director were employed at the committee's second meeting, on October 21, 1974. However, it was not until mid-December that a research staff was assembled and began its research tasks. Members of the research staff were:

Miss Emogene Pliner, Research Director
Dr. J. Berton Gremillion*, Co-Director
Dr. A. Troy Barksdale*, Senior Researcher
Dr. E. C. Harrison*, Senior Researcher
Guy W. Johnson, Senior Researcher
John R. Williams*, Senior Researcher
Mrs. Barbara Babin, Junior Researcher
Mrs. Judy Cooper, Secretary

*Part-time.

The research staff presented its findings to the committee on April 7, 1975 and the committee approved its recommendations to the Governor on April 24, 1975. This report consists of both the staff and committee reports.

Another important research device utilized by the committee was a statewide survey of the public, teachers and school administrators. The committee contracted with the professional polling firm of Louis, Bowles, and Grove, Inc., Research and Management Consultants, Dallas for the surveys at a cost of $39,000 plus postage for questionnaires to every teacher and school administrator in the state. Results of the survey regarding attitudes on various aspects of public education were presented to the committee on March 10, 1975.

The committee approved an outline of areas of study but the committee and staff were unable to complete all assignments within the prescribed time. Studies that were incomplete as well as areas not covered are indicated in Chapter XII.

The Governor charged the committee with devising a program "dedicated to providing educational excellence in Louisiana." This was a serious and vital charge. No other factor will affect Louisiana's future so much as quality public education, for only through a well-educated citizenry can Louisiana accelerate its economic advancement, gain more political maturity and bring about greater social understanding among its diverse people.

Although members of the committee held divergent views, they were able to achieve a greater understanding of the problems of education. To recognize problems is the first step toward achieving solutions. The committee took this first step and offered solutions for some of the critical problem areas. Its task is not complete, but hopefully the work it initiated will be carried forward so that "educational excellence in Louisiana" among the various components that make up the education system will become a reality.

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CHAPTER I

HISTORY OF LOUISIANA'S STATE MINIMUM SALARY SCHEDULES FOR TEACHERS

Louisiana has had a long history of state financing of teachers' salaries, although it has not always been through a state schedule.

Financing Prior to 1948

State government in Louisiana provided general aid to local school systems prior to 1930, but solely on a per educable basis. The state took a major step in 1930 to subsidize public education through establishment of a minimum state school fund at the rate of $12 per educable child; $10 of this amount was distributed on a per educable basis and $2 to needy systems through an equalization formula. The equalization formula approved in 1930 included as factors the cost of instruction in white and black schools. The instructional costs included a state salary allocation of $800 per white teacher and $300 per black teacher allotted and employed. In essence, this approach represented the first effort by the state to provide minimum teachers' salaries.

The state changed its ratio of per educable and equalization funds in 1934, with the net effect being to increase the amount of state funds distributed on an equalization basis. As a result, the amount paid by the state per teacher was increased in 1934-35 to $950 per white teacher and $350 per black teacher. Additional increases followed so that by 1947-48 the state was providing $2200 per white teacher and $1400 per black teacher.

The practice of the state differentiating teachers' salaries according to race ended when it adopted its first minimum salary schedule in 1948. However, despite the legally mandated state schedule, reimbursement to local school boards for salaries was not made on the basis of the exact cost of the schedule until 1956.

State Minimum Salary Schedules from 1948 to Present

Louisiana first adopted a state minimum salary law for teachers in 1948. The initial schedule, as well as all subsequent ones, represented the "typical" teacher pay arrangement, i.e., a "single salary schedule" keyed to two factors: (1) annual increments based on years of experience up to a stipulated period and (2) higher pay scales for advanced training or degrees. Teachers can expect automatic annual increases as they move up the scale in terms of years of service and educational attainment until they reach the top of the scale for their classification.

Louisiana's state teacher salary schedules have never provided for other factors, such as pay based on personal development other than degrees, performance or merit of teachers, or differential pay for different responsibilities or levels of teaching assignments. The state has also never provided longevity steps which would give teachers small raises at various intervals after they reached the maximum, although some local systems do provide for nominal longevity pay.

While all of Louisiana's state schedules have been based on the two factors of experience and degrees, the importance assigned to each has changed over the years.

During the past 27 years, Louisiana has had only five acts establishing a minimum salary schedule for teachers. The last schedule was enacted in 1968, but since then a cost of living factor has been superimposed. A 1972 act calls for an annual cost of living adjustment, and acts of the 1973 and 1975 special sessions have provided funds for such increases.

A cost-of-living raise for teachers did not originate in Louisiana with the 1972 act but actually, 20 years before that time. Two years after the first Louisiana state salary schedule was adopted in 1948, the Korean Conflict started and the cost-of-living increased 10.5 percent from 1950 to 1952. The Legislature took cognizance of this and through Act 413 of 1952, appropriated one-eighth of the state sales tax collections for a 10 percent increase, up to a maximum of $480 a year, for salaries of teachers and other school personnel during fiscal 1952-53 and 1953-54. The state minimum salary schedule was revised in 1954, and this new schedule incorporated these cost-of-living increases plus additional upward adjustments.

The five state minimum salary schedules plus three cost-of-living raises enacted since 1948 have meant that the state has upped the level of teacher pay every three or four years, on the average.

Louisiana's minimum teacher salary schedules from 1948 to the present are summarized in Table 1. Table 2 shows the number and amount of increments for each of these state schedules.

Louisiana has not followed consistent policies in revising its state salary schedules for teachers. Over the years the state has added increments for certain categories of teachers and reduced the number of increments for other categories. It eliminated paying nondegree teachers with college training of less than two years, and added schedules for categories of teachers above the master degree level. Increases have been based on different policies at different times. For example, revised schedules have emphasized larger raises to the more experienced teachers with advanced degrees, while the latest increase in 1975 gives greater emphasis to the less experienced teachers with lower academic achievement. The state has granted across-the-board dollar increases which tend to blur the distinction given experience and education, and also across-the-board percentage increases which maintain a salary structure.

Throughout the years, annual increments have been modest; they are not tied to personal development other than college credit. Although salaries are higher for advanced college education, the state does not require that such training be in the areas of specialization utilized by the teachers. The state salary schedule that exists today is a composite of the various approaches of the past. There has been no pervading policy as to how much consideration should be given for experience and degrees.

Even the determination of experience and training as they apply to salaries has some questionable aspects. For example, all teaching experience acquired by a teacher is not necessarily counted in determining his salary increments. R. S. 17:424 requires that teachers transferring from one local system to another within the state be given full credit for years of satisfactory teaching, and R. S. 17:424.1 adds that Louisiana certified teachers transferring to the U.S. Armed Forces Institute be given credit for such teaching upon their return to a school system in Louisiana. However, it is left up to local systems to determine whether any other out-of-state experience is to be counted as well as teaching experience at any institution of higher education, whether in or out of state. Teaching experience in parochial schools may not be counted by local systems under an attorney general's opinion of January 24, 1975.

In two instances in the state schedule, the state pays for college hours without stipulating the nature of the course work. Two-year nondegree teachers must acquire 60 semester hours of college work to be so classified, and three-year nondegree teachers must acquire 90 semester hours (Circular 4065, August 31, 1955), but such hours need not be in a particular field or level of study. Teachers with a master's degree plus 30 graduate hours are paid more than teachers with less training but again, the state does not require that these hours be in a planned or structured program.

Adoption of a new state salary schedule has not always meant that teachers received those increases the year of the new schedule. Since 1956, there has been a lag between enactment of a new schedule and financing it. Generally by the time a new schedule was fully financed, it had become obsolete. Hence, a new cycle began for passage of a new schedule and then for money to pay it. A cost of living increase, enacted in 1972, was thought to be a way to keep teachers salaries current without the recurring problem of enacting new schedules and increasing taxes to finance them. However, because of high inflation and the fact that state as well as other local employees share in the raise, the amount needed by the state to finance cost-of-living increases each year could be a considerable sum.

The following is a brief summary of Louisiana's state minimum teacher salary schedules.

Act 155 of 1948, the original act, was a simple schedule which remained in effect for six years--from fiscal 1948-49 through fiscal 1953-54. The state paid nondegree teachers with less than a year of college or only one year, but such teachers received no annual increments. The state did not provide a schedule for teachers with degrees beyond a master's. Annual increments were $100 a year -- up to 9 years' experience for a bachelor's degree and up to 12 years for a master's degree. (See Table 3.)

Act 8 of 1954 made several changes in the 1948 salary schedule. Annual increments remained at $100, but bachelor's degree teachers received increments up to 12 years' experience and master's degree teachers, up to 19 years. Generally, the new schedule upped salaries by $400, although the more experience bachelor degree teachers received a $500 pay boost. (See Tables 4 and 5.) The 1954 schedule remained in effect from fiscal 1954-55 through fiscal 1956-57.

Act 3 of 1956 restructured the state schedule, with larger increases granted the more experienced teachers with advanced degrees. For example, a beginning teacher with a bachelor's degree received a $600 raise, whereas a bachelor degree teacher with 12 years' experience received a $1600 increase. Increases for a master's degree teacher ranged from $700 with no experience to $2,000 for those with 15 years' experience.

The 1956 act also added increments for nondegree teachers, and reduced the increments for teachers with a master's degree from 19 to 15 years. (See Tables 6 and 7.) The act was gradually implemented--one-half in fiscal 1957-58 and 1958-59 and three-fourths in fiscal 1959-60. It was fully financed in fiscal 1960-61.

Act 28 of 1964 continued the practice of larger increases for those teachers with longer experience and advanced degrees. A beginning bachelor degree teacher received a $1,000 increase whereas one with 10 years' experience received a $1400 raise. Beginning master degree teachers also got a $1,000 increase, but increases were stepped up after the fifth year.

The 1964 act made a number of other changes. It eliminated state payment for teachers with less than two years of college, shortened the number of increments for teachers with bachelor's and master's degrees, and added schedules for teachers with 30 graduate hours beyond a master's degree and for those with a doctorate. (See Tables 8 and 9.)

Like the 1956 act, the 1964 act was phased in, and not fully implemented until fiscal 1967-68.

Act 397 of 1968 took another approach; it granted a $1600 increase to all teachers, regardless of experience or degrees. It also added a salary schedule for teachers with a specialist in education degree -- a structured program beyond the master's degree but less than a doctorate. (See Tables 10 and 11.)

The 1968 schedule was not financed until fiscal 1970-71 at which time teachers received a $1200 increase, or three-fourths of the schedule. The full $1600 increase was granted in fiscal 1971-72.

Special Acts: Two special acts and a State Board of Education resolution provided for certain groups of teachers to receive salaries above those stipulated in the state minimum salary schedule.

Act 275 of 1960 provided that teachers of exceptional children be paid 10 percent above base pay. In practice, the local school systems rather than the state pay this additional amount, although if a system pays all teachers 10 percent above the state scale, this has been interpreted by the attorney general to satisfy the legal requirement for special education teachers.

Act 614 of 1970 provided that teachers without degrees who have taught for 15 years and hold a lifetime teaching certificate are to receive the same minimum salary as teachers with a bachelor's degree with the same number of years' teaching experience, provided the nondegree teacher has completed six hours of college credit towards a bachelor's degree in education in each year in which the additional salary is received.

A June 26, 1970 resolution of the State Board of Education provides that instructors in trade and industrial education who have a high school diploma or its equivalent and six years' working experience plus 15 college hours of vocational-technical training be paid by the state the same as teachers with a bachelor's degree.

Act 355 of 1972 provided that teachers and other school employees are to receive salary adjustments based on the national Consumer Price Index -- either up or down, depending upon changes in the cost-of-living.

The act was first implemented by Act 14 of the 1973 Ex. Sess. which provided a 5.5 percent increase to all teachers. The 5.5 percent was financed for only half of fiscal 1973-74, and fully implemented in fiscal 1974-75. (See Tables 12 and 13.)

Act 52 of the 1975 Ex. Sess. continued the practice of granting a cost-of-living increase. However, instead of granting all teachers the same percentage increase, the 1975 act granted a $400 a year increase, or 5 percent, whichever was greater, and set a $1,000 maximum on the annual raise. This act was implemented for half of fiscal 1974-75, and doubtless will be fully financed in fiscal 1975-76. Table 14 shows the state minimum salary schedule that is in effect for fiscal 1974-75. Tables 15 and 16 show the schedule and increases that will be in effect for fiscal 1975-76 unless a new salary schedule is adopted.

As shown in Table 17, the $400 increase means considerably more than a 5 percent increase for certain categories of teachers, i.e. all nondegree teachers as well as teachers with degrees at the lower ends of their respective schedules. However, since most teachers are at the top of their scale, most will receive the 5 percent increase.

Cost-of-Living Concept: Act 355 of 1972 was an attempt to keep teachers' salaries current by pegging them to a cost-of-living index. The Consumer Price Index for Urban Wage Earners and Clerical Workers, published by the U. S. Bureau of Labor Statistics, is to be the basis for the computations. The 1972 act provides: "The cost-of-living salary increases shall be based and computed on the statewide minimum salaries and salary schedules established by law and shall be adjusted annually in accordance with increases or decreases in the Consumer Price Index over the preceding calendar year period ending December 31."

This provision can be interpreted several ways. One would use the December index rather than the annual average. Another point of difference is whether the index be measured in terms of the numerical or percentage change each year. The following illustrates the different results from different approaches:

December 1974 Index	155.4
December 1973 Index	138.5
Numerical Difference	16.9 Index Points
Percent Increase	12.2 %
Annual 1974 Index	147.8
Annual 1973 Index	133.1
Numerical Difference	14.7 Index Points
Percent Increase	11.0 %

If Act 355 is interpreted to mean that teachers are to receive salary increases based on the annual percentage change in the Index, as the wording of the act would seem to indicate, then the state has come close to meeting the requirements of the act.

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As shown in Table 18, the increase in the 1972 annual index was 3.3 percent. The following fiscal year, 1973-74, teachers received a 2.75 percent raise. (Act 355 stipulates that 1973-74 was to be the first year of implementation.)

The increase in the 1973 annual index was 6.2 percent. The following fiscal year, 1974-75, teachers received a 5.25 percent increase (2.75 percent carryover from the half year financing of the previous year, plus 2.5 percent from the 1975 act.)

The increase in the 1974 annual Index was 11 percent, which would be applicable for salary adjustments in fiscal 1975-76. Teachers should receive in fiscal 1975-76 the remaining 2.5 percent or $200 increase begun in fiscal 1974-75, leaving a difference of 8.5 percent, if the cost-of-living rise is to be met.

The State Board of Education has requested a 12 percent cost-of-living increase in teachers' salaries for fiscal 1975-76. However, the 5 percent or $400 raise already granted by a 1975 act was not taken into consideration. If the new raise is considered, then the Board's request would actually represent a 7 percent increase.

Table 1.

LOUISIANA STATE MINIMUM SALARY SCHEDULES FOR TEACHERS

1948 to Present

Year			Less Than One Year College		One Year College		Two Years College		Three Years College		Bachelor's Degree		Master's Degree		Master's +30 Degree*		Spec. in Ed. Degree		Ph.D. or Ed.D. Degree	
Act No.	En-acted	Applied	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
155	1948	1948-49 thru 1953-54	$1200	$1200	$1500	$1500	$1800	$2100	$2100	$2500	$2400	$3200	$2500	$3600	$	$	$	$	$	$
8	1954	1954-55 thru 1956-57	1600	1600	1900	1900	2200	2500	2500	2900	2800	4000	2900	4800						
3	1956	1957-58 thru 1958-59 (½ implementation)	1750	1900	2050	2200	2300	3250	2650	3750	3100	4800	3250	5600						
		1959-60 (3/4 Implementation)	1825	2050	2125	2350	2350	3625	2725	4175	3250	5200	3425	6000						
		1960-61 thru 1963-64 (Full Implementation)	1900	2200	2200	2500	2400	4000	2800	4600	3400	5600	3600	6400						
28 Ex. Sess.	1964	1964-65 (¼ Implementation)					2400	4125	2800	4700	3650	5850	3850	6675	3850	6850			4025	6975
		1965-66 (½ Implementation)					2400	4250	2800	4800	3900	6100	4100	6950	4100	7300			4450	7550
		1966-67 (3/4 Implementation)					2400	4375	2800	4900	4150	6350	4350	7225	4350	7750			4875	8125
		1967-68 to 1969-70 (Full Implementation)					2400	4500	2800	5000	4400	6600	4600	7500	4600	8200			5300	8700
397	1968	1970-71 (3/4 Implementation)					3600	5700	4000	6200	5600	7800	5800	8700	5800	9400	6100	9700	6500	9900
		1971-72 (Full Implementation)					4000	6100	4400	6600	6000	8200	6200	9100	6200	9800	6500	10,100	6900	10,300
		1972-73 (Full Implementation)					4000	6100	4400	6600	6000	8200	6200	9100	6200	9800	6500	10,100	6900	10,300
14 Ex. Sess.	1973	1973-74 (Full Implementation of Act 397 of 1968 plus 5.5% cost of living adj. for 1/2 year, or 2.75%.)					4110	6268	4521	6781	6165	8425	6370	9350	6370	10070	6679	10,378	7090	10,583

(Continued)

LOUISIANA STATE MINIMUM SALARY SCHEDULES FOR TEACHERS
1948 to Present

	Year		Less Than One Year College		One Year College		Two Years College		Three Years College		B.A. or B.S. Degree		Master's Degree		Master's +30 Degree*		Spec. in Ed. Degree		Ph.D. or Ed.D. Degree	
Act No.	En-acted	Applied	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
52	1975	1974-75 (Full implementation of Act 397 cf 1968 plus 5.5% cost of living (Act 14 of 1973 Ex.Sess.) ½ implementation of $400 or 5% whichever is greater, up to $1,000 per year.					4420	6635	4842	7163	6530	8867	6741	9840	6741	10,597	7058	10,921	7480	11,139
		1975-76 (Assumes no change.) Full Implementation of Act 397 of 1968 plus 5.5% cost of living (Act 14 of 1973 Ex.Sess.) Full implementation of Act 52 of 1975 Ex. Sess.					4620	6835	5042	7363	6730	9084	6941	10,080	6941	10,856	7258	11,188	7680	11,410

* Master's degree plus 30 graduate hours.

Source: Louisiana State Department of Education, School Finance and Statistics. Updated by committee staff.

Table 2.

INCREMENTS FOR YEARS OF EXPERIENCE UNDER LOUISIANA STATE MINIMUM SALARY SCHEDULES FOR TEACHERS

1948 to Present

Act No.	Less Than 1 Yr. College	1 Yr. College	2 Yrs. College	3 Yrs. College	Bachelor's Degree	Master's Degree	Master's Degree +30*	Specialist Degree	Ph.D. or Ed. D. Degree
155 of 1948	No Increments	No Increments	4 @ $100	5 @ $100	9 @ $100	12 @ $100			
8 of 1954	No Increments	No Increments	3 @ 100	4 @ 100	12 @ 100	19 @ 100			
3 of 1956	3 @ $100	3 @ $100	2 @ 100 7 @ 200	2 @ 100 8 @ 200	2 @ 100 10 @ 200	2 @ 100 12 @ 200			
28 of 1964 Ex. Sess.	Eliminated	Eliminated	2 @ 100 5 @ 200 3 @ 300	2 @ 100 4 @ 200 4 @ 300	8 @ 200 2 @ 300	4 @ 200 7 @ 300	4 @ $200 8 @ 350		2 @ $200 10 @ 300
397 of 1968[a]	- - -	- - -	2 @ 100 5 @ 200 3 @ 300	2 @ 100 4 @ 200 4 @ 300	8 @ 200 2 @ 300	4 @ 200 7 @ 300	4 @ 200 8 @ 350	4 @ $200 8 @ 350	2 @ 200 10 @ 300
14 of 1973[b] Ex. Sess.	- - -	- - -	2 @ 106 5 @ 211 3 @ 317	2 @ 106 4 @ 211 4 @ 317	8 @ 211 2 @ 317	4 @ 211 7 @ 317	4 @ 211 8 @ 369	4 @ 211 8 @ 369	2 @ 211 10 @ 369
52 of 1975 Ex. Sess.[c]			2 @ 106 5 @ 211 3 @ 317	2 @ 106 4 @ 211 4 @ 317	8 @ 211 2 @ 333	4 @ 211 2 @ 317 5 @ 333	4 @ 211 1 @ 369 1 @ 376 6 @ 388	4 @ 211 1 @ 373 7 @ 388	2 @ 211 1 @ 317 9 @ 332

[a] $1600 across the board increase. No change in increments other than the addition of a schedule for the specialist degree.

[b] 5.5% across the board increase.

[c] Full implementation of $400 or 5%, whichever is greater.

*Master's degree plus 30 graduate hours.

Source: Computed by committee staff from pertinent legislative acts.

Table 3.

STATE SALARY SCHEDULE

(Act 155 of 1948)

Years of Experience	Less Than One Year College	One Year College	Two Years College	Three Years College	Bachelor's Degree	Master's Degree
1st	$ 1200	$ 1500	$ 1800	$ 2100	$ 2400	$ 2500
2nd			1900	2200	2500	2600
3rd			2000	2300	2600	2700
4th			2100	2400	2700	2800
5th				2500	2800	2900
6th					2900	3000
7th					3000	3100
8th					3100	3200
9th					3200	3300
10th						3400
11th						3500
12th						3600

Table 4.

STATE SALARY SCHEDULE

(Act 8 of 1954)

Years of Experience	Less Than One Year College	One Year College	Two Years College	Three Years College	Bachelor's Degree	Master's Degree
0	$ 1600	$ 1900	$ 2200	$ 2500	$ 2800	$ 2900
1			2300	2600	2900	3000
2			2400	2700	3000	3100
3			2500	2800	3100	3200
4				2900	3200	3300
5					3300	3400
6					3400	3500
7					3500	3600
8					3600	3700
9					3700	3800
10					3800	3900
11					3900	4000
12					4000	4100
13						4200
14						4300
15						4400
16						4500
17						4600
18						4700
19						4800

Table 5.

INCREASES, ACT 8 OF 1954 COMPARED TO PRIOR ACT (Act 155 of 1948)

Years of Experience	Less Than One Year College	One Year College	Two Years College	Three Years College	Bachelor's Degree	Master's Degree
0	$ 400	$ 400	$ 400	$ 400	$ 400	$ 400
1			400	400	400	400
2			400	400	400	400
3			400	400	400	400
4				400	400	400
5					500	400
6					500	400
7					500	400
8					500	400
9					500	400
10					(1)	400
11					(1)	400
12					(1)	(1)
13						(1)
14						(1)
15						(1)
16						(1)
17						(1)
18						(1)
19						(1)

(1) $100 a year increments added.

Table 6.

STATE SALARY SCHEDULE

(Act 3 of 1956)

Years of Experience	Less Than One Year College	One Year College	Two Years College	Three Years College	Bachelor's Degree	Master's Degree
0	$ 1900	$ 2200	$ 2400	$ 2800	$ 3400	$ 3600
1	2000	2300	2500	2900	3500	3700
2	2100	2400	2600	3000	3600	3800
3	2200	2500	2800	3200	3800	4000
4			3000	3400	4000	4200
5			3200	3600	4200	4400
6			3400	3800	4400	4600
7			3600	4000	4600	4800
8			3800	4200	4800	5000
9			4000	4400	5000	5200
10				4600	5200	5400
11					5400	5600
12					5600	5800
13						6000
14						6200
15						6400

Table 7.

DOLLAR INCREASES, ACT 3 OF 1956 COMPARED TO PRIOR ACT (Act 8 of 1954)

Years of Experience	Less Than One Year College	One Year College	Two Years College	Three Years College	Bachelor's Degree	Master's Degree
0	$ 300	$ 300	$ 200	$ 300	$ 600	$ 700
1	(1)	(1)	200	300	600	700
2	(1)	(1)	200	300	600	700
3	(1)	(1)	300	400	700	800
4			(2)	500	800	900
5			(2)	(2)	900	1000
6			(2)	(2)	1000	1100
7			(2)	(2)	1100	1200
8			(2)	(2)	1200	1300
9			(2)	(2)	1300	1400
10				(2)	1400	1500
11					1500	1600
12					1600	1700
13						1800
14						1900
15						2000
						(3)

(1) $100 a year increment added.

(2) $200 a year increments added.

(3) Increments up to 19 years' experience eliminated.

Table 8.

STATE SALARY SCHEDULE
(Act 28 of 1964)

Years of Experience	Two Years College	Three Years College	Bachelor's Degree	Master's Degree	Master's Plus 30*	Ph.D or Ed.D Degree
0	$ 2400	$ 2800	$ 4400	$ 4600	$ 4600	$ 5300
1	2500	2900	4600	4800	4800	5500
2	2600	3000	4800	5000	5000	5700
3	2800	3200	5000	5200	5200	6000
4	3000	3400	5200	5400	5400	6300
5	3200	3600	5400	5700	5750	6600
6	3400	3800	5600	6000	6100	6900
7	3600	4100	5800	6300	6450	7200
8	3900	4400	6000	6600	6800	7500
9	4200	4700	6300	6900	7150	7800
10	4500	5000	6600	7200	7500	8100
11				7500	7850	8400
12					8200	8700

*Master's degree plus 30 graduate hours.

Table 9.

DOLLAR INCREASES, ACT 28 OF 1964 COMPARED TO PRIOR ACT (Act 3 of 1956)

Years of Experience	Two Years College(1)	Three Years College	Bachelor's Degree	Master's Degree	Master's Plus 30 *	Ph.D. or Ed. D. Degree
0	(2)	(2)	$ 1000	$ 1000	(6)	(6)
1	(2)	(2)	1100	1100		
2	(2)	(2)	1200	1200		
3	(2)	(2)	1200	1200		
4	(2)	(2)	1200	1200		
5	(2)	(2)	1200	1300		
6	(2)	(2)	1200	1400		
7	(2)	$ 100	1200	1500		
8	$ 100	200	1200	1600		
9	200	300	1300	1700		
10	(3)	400	1400	1800		
11			(4)	1900		
12				(5)		

(1) Teachers with less than 1 year and 1 year of college eliminated from state schedule.

(2) No change.

(3) New. $300 increment added.

(4) Increments up to 12 years' experience eliminated.

(5) Increments up to 15 years' experience eliminated.

(6) New schedule.

* Master's degree plus 30 graduate hours.

Table 10.

STATE SALARY SCHEDULE

(Act 397 of 1968)

Years of Experience	Two Years College	Three Years College	Bachelor's Degree	Master's Degree	Master's Plus 30*	Specialist In Education	Ph.D. or Ed. D. Degree
0	$ 4000	$ 4400	$ 6000	$ 6200	$ 6200	$ 6500	$ 6900
1	4100	4500	6200	6400	6400	6700	7100
2	4200	4600	6400	6600	6600	6900	7300
3	4400	4800	6600	6800	6800	7100	7600
4	4600	5000	6800	7000	7000	7300	7900
5	4800	5200	7000	7300	7350	7650	8200
6	5000	5400	7200	7600	7700	8000	8500
7	5200	5700	7400	7900	8050	8350	8800
8	5500	6000	7600	8200	8400	8700	9100
9	5800	6300	7900	8500	8750	9050	9400
10	6100	6600	8200	8800	9100	9400	9700
11				9100	9450	9750	10000
12					9800	10100	10300

* Master's degree plus 30 graduate hours.

Table 11.

DOLLAR INCREASES, ACT 397 OF 1968 COMPARED TO PRIOR ACT (Act 28 of 1964)

Years of Experience	Two Years College	Three Years College	Bachelor's Degree	Master's Degree	Master's Plus 30 *	Specialist In Education	Ph.D. or Ed. D. Degree
0	$ 1600	$ 1600	$ 1600	$ 1600	$ 1600	(1)	$ 1600
1	1600	1600	1600	1600	1600		1600
2	1600	1600	1600	1600	1600		1600
3	1600	1600	1600	1600	1600		1600
4	1600	1600	1600	1600	1600		1600
5	1600	1600	1600	1600	1600		1600
6	1600	1600	1600	1600	1600		1600
7	1600	1600	1600	1600	1600		1600
8	1600	1600	1600	1600	1600		1600
9	1600	1600	1600	1600	1600		1600
10	1600	1600	1600	1600	1600		1600
11				1600	1600		1600
12					1600		1600

(1) New schedule.

*Master's degree plus 30 graduate hours.

Table 12.

STATE SALARY SCHEDULE

(Act 397 of 1968 plus 5.5% cost of living increase provided by Act 355 of 1972 as implemented by Act 14 of 1973 Ex. Sess.)

Years of Experience	Two Years College	Three Years College	Bachelor's Degree	Master's Degree	Master's Plus 30*	Specialist In Education	Ph.D. or Ed. D. Degree
0	$ 4220	$ 4642	$ 6330	$ 6541	$ 6541	$ 6858	$ 7280
1	4325	4748	6541	6752	6752	7068	7490
2	4431	4853	6752	6963	6963	7280	7702
3	4642	5064	6963	7174	7174	7490	8018
4	4853	5275	7174	7385	7385	7702	8335
5	5064	5486	7385	7702	7754	8071	8651
6	5275	5697	7596	8018	8124	8440	8968
7	5486	6014	7807	8335	8493	8809	9284
8	5803	6330	8018	8651	8862	9178	9600
9	6119	6647	8335	8968	9231	9548	9917
10	6435	6963	8651	9284	9600	9917	10234
11				9600	9970	10286	10550
12					10339	10655	10867

* Master's degree plus 30 graduate hours.

Table 13.

DOLLAR INCREASES, ACT 14 OF 1973 EX. SESS. COMPARED TO PRIOR ACT (Act 397 of 1968)

Years of Experience	Two Years College	Three Years College	Bachelor's Degree	Master's Degree	Master's Plus 30 *	Specialist In Education	Ph.D. or Ed. D. Degree
0	$ 220	$ 242	$ 330	$ 341	$ 341	$ 358	$ 380
1	225	248	341	352	352	368	390
2	231	253	352	363	363	380	402
3	242	264	363	374	374	390	418
4	253	275	374	385	385	402	435
5	264	286	385	402	404	421	451
6	275	297	396	418	424	440	468
7	286	314	407	435	443	459	484
8	303	330	418	451	462	478	500
9	319	347	435	468	481	498	517
10	335	363	451	484	500	517	534
11				500	520	536	550
12					539	555	567

*Master's degree plus 30 graduate hours.

Table 14.

STATE SALARY SCHEDULE

ACT 52 OF 1975 EX. SESS.
(Half year - $200 or 2.5% Effective for 1974-75)

Years of Experience	Two Years College	Three Years College	Bachelor's Degree	Master's Degree	Master's Plus 30*	Specialist In Education	Ph.D. or Ed. D. Degree
0	$4420	$4842	$6530	$6741	$6741	$7058	$7480
1	4525	4948	6741	6952	6952	7268	7690
2	4631	5053	6952	7163	7163	7480	7902
3	4842	5264	7163	7374	7374	7690	8218
4	5053	5475	7374	7585	7585	7902	8543
5	5264	5686	7585	7902	7954	8273	8867
6	5475	5897	7796	8218	8327	8651	9192
7	5686	6214	8007	8543	8705	9029	9516
8	6003	6530	8218	8867	9084	9407	9840
9	6319	6847	8543	9192	9462	9787	10,165
10	6635	7163	8867	9516	9840	10,165	10,490
11				9840	10,219	10,543	10,814
12					10,597	10,921	11,139

*Master's degree plus 30 graduate hours.

Table 15.

STATE SALARY SCHEDULE

ACT 52 OF 1975 EX. SESS.
(Full Year - $400 or 5% Effective for 1975-76)

Years of Experience	Two Years College	Three Years College	Bachelor's Degree	Master's Degree	Master's Plus 30*	Specialist In Education	Ph.D. or Ed. D. Degree
0	$ 4620	$ 5042	$ 6730	$ 6941	$ 6941	$ 7258	$ 7680
1	4725	5148	6941	7152	7152	7468	7890
2	4831	5253	7152	7363	7363	7680	8102
3	5042	5464	7363	7574	7574	7890	8419
4	5253	5675	7574	7785	7785	8102	8752
5	5464	5886	7785	8102	8154	8475	9084
6	5675	6097	7996	8419	8530	8862	9416
7	5886	6414	8207	8752	8918	9249	9748
8	6203	6730	8419	9084	9305	9637	10,080
9	6519	7047	8752	9416	9693	10,025	10,413
10	6835	7363	9084	9748	10,080	10,413	10,746
11				10,080	10,469	10,800	11,078
12					10,856	11,188	11,410

* Master's degree plus 30 graduate hours.

Table 16.

DOLLAR INCREASES, ACT 52 OF 1975 EX. SESS. COMPARED TO PRIOR ACT (ACT 14 OF 1973 EX. SESS.)

Full Year Implementation, 1975-76

Years of Experience	Two Years College	Three Years College	Bachelor's Degree	Master's Degree	Master's Plus 30 *	Specialist In Education	Ph. D. or Ed. D Degree
0	$ 400	$ 400	$ 400	$ 400	$ 400	$ 400	$ 400
1	400	400	400	400	400	400	400
2	400	400	400	400	400	400	400
3	400	400	400	400	400	400	400
4	400	400	400	400	400	400	416
5	400	400	400	400	400	404	432
6	400	400	400	400	406	422	448
7	400	400	400	416	424	440	464
8	400	400	400	432	444	458	480
9	400	400	416	448	462	478	496
10	400	400	432	464	480	496	512
11				480	498	514	528
12					516	532	544

*Master's degree plus 30 graduate hours.

Table 17.

PERCENTAGE INCREASES GRANTED TEACHERS BY ACT 52 OF 1975 EX. SESS.

(Based on $400 or 5 Percent)

Years of xperience	Two Years College	Three Years College	Bachelor's Degree	Master's Degree	Master's Plus 30*	Specialist In Education	Ph. D. or Ed. D. Degree
0	9.5%	8.6%	6.3%	6.1%	6.1%	5.8%	5.5%
1	9.2	8.4	6.1	5.9	5.9	5.7	5.3
2	9.0	8.2	5.9	5.7	5.7	5.5	5.2
3	8.6	7.9	5.7	5.6	5.6	5.3	5.0
4	8.2	7.6	5.6	5.4	5.4	5.2	5.0
5	8.0	7.3	5.4	5.2	5.2	5.0	5.0
6	7.6	7.0	5.3	5.0	5.0	5.0	5.0
7	7.3	6.6	5.1	5.0	5.0	5.0	5.0
8	6.9	6.3	5.0	5.0	5.0	5.0	5.0
9	6.5	6.0	5.0	5.0	5.0	5.0	5.0
10	6.2	5.7	5.0	5.0	5.0	5.0	5.0
11				5.0	5.0	5.0	5.0
12					5.0	5.0	5.0

* Master's degree plus 30 graduate hours.

Table 18.

CONSUMER PRICE INDEX FOR URBAN WAGE EARNERS AND CLERICAL WORKERS, 1967 THROUGH 1974[a]

(1967 = 100)

Calendar Year	Consumer Price Index	Annual Percent Increase
1968	104.2	4.2%
1969	109.8	5.4
1970	116.3	5.9
1971	121.3	4.3
1972	125.3	3.3
1973	133.1	6.2
1974	147.8	11.0

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[a] Base required by Act 355 of 1972 for teacher cost-of-living increase.

Source: U.S. Department of Labor, Bureau of Labor Statistics.

CHAPTER II

TEACHER SALARY SCHEDULES AMONG THE STATES

As early as 1936-37 data were compiled which reported the efforts of the various states to provide minimum salary schedules for classroom teachers. At that time 21 states reported state minimum salary laws. Successive studies have shown an increase in the minimum salary idea. By 1954-55, there were 34 states with minimum salary laws and a similar number was reported in 1960-61. By 1968-69, 31 states reported such schedules, a decrease of three states from the peek years of the mid-fifties and early sixties.[1] By 1974-75, the number of states reporting minimum salary schedules had decreased to 23, and 13 of these were obsolete. Another state used a limited salary schedule within a general aid formula.

In some states, the state minimum salary schedule represents the amount of state financial support provided for and must be used by local school boards for subsidizing salaries of teachers in the mandated form. The state minimum salary schedule becomes the focal point for supplementation with local funds. In other states, the approach is different. The minimum salary schedule requirements are fixed at higher and more realistic levels. Such schedules take into consideration current economic conditions and competitive salaries with other professions. Usually included in these higher legally prescribed salaries is measure of local responsibility. Regardless of the method used by a state, both approaches contribute toward upgrading teachers' salaries.[2]

States with Mandated Teacher Salary Schedules

In Table 1 is presented a list of the states reporting legally mandated teacher salary schedules. A total of 23 states were included in this category.

Only ten of the 23 states with minimum salary schedules indicated that their salary schedules were used and considered reasonably current, either in terms of new legislation, action of the State Board of Education or recent cost-of-living adjustments. In the list of ten states with schedules in use, all but Delaware and Hawaii were states located in the Southeastern or Southwestern portion of the United States. Hawaii has only one school district and hence, its practices are statewide.

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[1] National Education Association, Research Division, State Minimum-Salary Laws for Teachers, 1968-69, P. 12.

[2] Ibid, p. 13.

The remaining 13 states reported their minimum salary schedules were obsolete but remained either as a statute or state board policy to assure that a certain minimum salary would be guaranteed. These 13 states reported that salary schedules were formulated by local districts, and these schedules far exceeded the mandated state scale. (See Table 1.)

TABLE 1.

STATES REPORTING MANDATED MINIMUM SALARY SCHEDULES FOR CLASSROOM TEACHERS, 1974-75

IN USE	CONSIDERED OBSOLETE
1. Delaware	1. Alaska
2. Georgia	2. California
3. Hawaii	3. Illinois
4. Louisiana	4. Indiana
5. Mississippi	5. Maine
6. North Carolina	6. Maryland
7. Oklahoma	7. Massachusetts
8. South Carolina	8. New Jersey
9. Tennessee	9. Ohio
10. West Virginia	10. Pennsylavnia
	11. Rhode Island
	12. Vermont
	13. Wisconsin

Source: Responses from individual states.

States Utilizing the State Foundation General Aid Program in Stipulating Salaries for Classroom Teachers

Seven states have adopted methods of stipulating salaries for classroom teachers other than by mandating such schedules through legislation or State Board of Education authorization. These states indicated that minimum salary schedules for teachers were provided indirectly through rates established by the State Board of Education for use in reimbursing local school districts through the state's basic general aid program to local school districts. Three different approaches were used in terms of this reimbursement plan. They were:

1. Four states utilized an average salary reimbursement per level of training.
2. One state used a limited salary schedule.
3. Two states provided a weighted pupil formula or other comparable factors.

Six of the seven states in this category were located in the Southern or border regions of the United States. Washington was the lone exception. (See Table 2.)

TABLE 2.

STATES UTILIZING THE STATE FOUNDATION PROGRAM IN STIPULATING SALARIES FOR CLASSROOM TEACHERS, 1974-75[1]

AVERAGE SALARY UTILIZED	LIMITED SALARY SCHEDULE PROVIDED	WEIGHTED PUPIL FORMULA UTILIZED OR OTHER FACTORS
1. Alabama	1. Texas	1. Florida
2. Kansas		2. Washington
3. Kentucky		
4. Virginia		

[1] Includes Minimum Foundation Program, Equalization Aid and other state general aid programs to local school districts.

Source: Responses from individual states.

States Reporting No Salary Schedule for Classroom Teachers

Twenty states reported no provision of a minimum salary schedule for teachers. It was indicated that salary schedules were determined locally and remained the prerogative of the local school district. No reference was made by these states as to the use of state general aid programs to local school districts in subsidizing salaries; however, generally states did provide funds for such purposes by use of a per pupil reimbursement rate.

States reported in this category were generally representative of various sections of the United States. (See Table 3.)

TABLE 3.

STATES REPORTING NO SALARY SCHEDULE FOR CLASSROOM TEACHERS 1974-75

1. Arizona
2. Arkansas
3. Colorado
4. Connecticut
5. Idaho
6. Iowa
7. Michigan
8. Minnesota
9. Missouri
10. Montana
11. Nebraska
12. Nevada
13. New Hampshire
14. New Mexico
15. New York
16. North Dakota
17. Oregon
18. South Dakota
19. Utah
20. Wyoming

Note: No reference made to use of state aid programs to local school districts in financing salaries at the local level.

Source: Responses from individual states.

Comparison of State Minimum Salary Schedules Mandated by Law

Due to varying methods of reporting salary schedule data, it was difficult to make valid comparisons and determine any significant trend in the number of states that eliminated mandated minimum salary schedules in the period 1968-75. Various states with mandated schedules in 1968 reported changes in the manner of funding general aid to education programs (minimum foundation, equalization aid, or other general aid programs). Consequently, in certain of these states the schedule was deleted, and a different approach used to guarantee salaries of classroom teachers. Included in this category were Florida, Kentucky, Texas, Virginia and Washington. Alabama and Kansas, neither of whom reported a minimum salary schedule in 1968, reported using an average salary reimbursement plan in 1975.

Two states, Arkansas and Idaho, reported using a legally mandated salary schedule in 1968; however, in 1975 neither state reported a schedule or plan of reimbursement. Arkansas indicated that periodic cost-of-living adjustments were provided by the state legislature to supplement local school district salary schedules.

One state, Hawaii, reported the addition of a salary schedule for classroom teachers since 1968. (See Table 4.)

Reasons Stipulated by Certain States for Changes from a Mandated Salary Schedule to Funding through a General State School Aid Program

Several states have changed their method of stipulating salary schedules for classroom teachers in recent years. Three states in this category provided information concerning their reasons for instituting such changes.

Some of the more common reasons stipulated were: (See also Table 5.)

1. Adoption of a new general state school aid program.
2. Provide more flexibility for school districts.
3. Mandated salary schedule was in constant need of revision.
4. Adoption of a compulsory negotiations law.
5. Eliminated need for periodic legislative action.

TABLE 4.

COMPARISON OF STATE MINIMUM SALARY SCHEDULES MANDATED BY LAW

1968

1. Alaska
2. Arkansas
3. California
4. Delaware
5. Florida
6. Georgia
7. Idaho
8. Illinois
9. Indiana
10. Kentucky
11. Louisiana
12. Maine
13. Maryland
14. Massachusetts
15. Mississippi
16. New Jersey
17. New York
18. North Carolina
19. Ohio
20. Oklahoma
21. Oregon
22. Pennsylvania
23. Rhode Island
24. South Carolina
25. Tennessee
26. Texas
27. Vermont
28. Virginia
29. Washington
30. West Virginia
31. Wisconsin

1975[1]

1. Alaska
2. California
3. Delaware
4. Georgia
5. Hawaii
6. Illinois
7. Indiana
8. Louisiana
9. Maine
10. Maryland
11. Massachusetts
12. Mississippi
13. New Jersey
14. North Carolina
15. Ohio
16. Oklahoma
17. Pennsylvania
18. Rhode Island
19. South Carolina
20. Tennessee
21. Vermont
22. West Virginia
23. Wisconsin

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[1] Excludes Alabama, Florida, Kansas, Kentucky, Texas, Virginia and Washington (seven states) which utilize a state General Aid School Finance Program to reimburse local school districts, i.e., an average teacher salary in terms of level of training, a limited salary schedule based upon degree and experience or a weighted pupil factor or other items.

Source: National Education Association, Research Division, State Minimum-Salary Laws for Teachers, 1968-69.

Responses from individual states, 1974-75.

TABLE 5.

REASONS STIPULATED BY CERTAIN STATES FOR CHANGES FROM A MANDATED SALARY SCHEDULE TO FUNDING THROUGH A GENERAL STATE SCHOOL AID PROGRAM

STATE	REASON
1. Florida	1. The schedule was eliminated on July 1, 1973 when the state's new Education Finance Program was adopted. 2. The schedule was eliminated to provide more flexibility for school districts to develop their programs with a minimum of state regulation.
2. Virginia	1. The mandated salary schedule was eliminated in view of the state's new school aid formula which provides for the use of an average salary figure.
3. Washington	1. Salaries actually paid by local school districts far exceeded the mandated minimums due to rapidly rising pay scales which negated the effectiveness of the statute. 2. The rates of the mandated minimums were unrealistic. 3. It proved to be impractical to revise (on a biennial basis) the provisions of the statute to keep up with rapid acceleration of salary scales. 4. The adoption of a compulsory negotiations law negated the need for the original statute. 5. The enactment of a statute required school districts to prepare and publish salaries each year. 6. It eliminated the need for the legislature to constantly revise the salary law.

Source: Responses from individual states.

States Whose Salary Schedules Are in Use and for Whom Comparisons Were Considered

For the purpose of making comparisons, a total of eleven states were used. These states included the following:

1. Ten states used mandated salary schedules. A total of 13 states had obsolete schedules.

2. One state used a limited salary schedule to reimburse school districts through the state's general aid school finance program. Six states with similar approaches were excluded because of the use of an average salary or weighted per pupil factor. (See Table 6.)

TABLE 6.

STATES WHOSE SALARY SCHEDULES ARE IN USE AND FOR WHOM COMPARISONS WERE CONSIDERED
1974-75

MANDATED BY LEGISLATIVE ACT	PROVIDED THROUGH STATE GENERAL AID PROGRAM
1. Delaware	1. Texas
2. Georgia	
3. Hawaii	
4. Louisiana	
5. Mississippi	
6. North Carolina	
7. Oklahoma	
8. South Carolina	
9. Tennessee	
10. West Virginia	

Source: Responses from individual states.

Analysis of State Minimum Salary Schedules

An analysis of the minimum salary schedules in the eleven states with mandated programs, by either legislative act or the state general aid school finance program, is presented in Tables 7-16.

Delaware: The minimum salary schedule in Delaware is mandated by legislative act. All employees who hold appropriate certificates and whose salaries are paid for ten months per year receive annual salaries in accordance with the rates stipulated in Table 7.

TABLE 7.

DELAWARE STATE MINIMUM SALARY SCHEDULE

DEGREE	SALARY RANGE	STEPS IN SALARY RANGE
Doctor's	$9,288-$11,670	11 steps (0-10 years)
Master's + 30	8,812- 11,194	11 steps (0-10 years)
Master's	8,098- 10,479	11 steps (0-10 years)
Bachelor's + 30	7,860- 10,241	11 steps (0-10 years)
Bachelor's	7,146- 9,527	11 steps (0-10 years)
No Degree	6,669- 9,051	11 steps (0-10 years)

All who are employed for more than ten months per year and paid accordingly receive a payment of one-tenth of the amount designated in the schedule set forth for such employee for each additional month of employment per year.

Salary derived for ten months employment represents a total of 185 days. The 185 days are full work days with 180 days devoted to actual school sessions for pupils and five days devoted to attendance in inservice education programs or other programs approved by the State Board of Education, except that the State Board of Education may reduce the number of days devoted to school sessions or inservice education programs on just cause or upon showing of unusual circumstances. "Full work day" is defined by the State Board of Education.

Georgia: The minimum salary schedule in Georgia for the 1974-75 school year was approved by the State Board of Education on March 14, 1974. The schedule is presented in Table 8.

TABLE 8.

GEORGIA STATE MINIMUM SALARY SCHEDULE

DEGREE	SALARY RANGE	STEPS IN SALARY RANGE
DD-7	$10,538-$13,609	12 steps (3-14 years)
TS-6	9,526- 12,213	12 steps (3-14 years)
T-5	7,886- 10,817	15 steps (0-14 years)
B-5	7,433- 10,120	15 steps (0-14 years)
T-4	6,979- 9,422	15 steps (0-14 years)
B-4	6,879- 6,879	15 steps (0-14 years)
XB-4	6,779- 6,779	15 steps (0-14 years)
T-3	6,652- 6,979	11 steps (4-14 years)
T-2	6,324- 6,559	11 steps (4-14 years)
Vocational Permit	6,224- 6,224	11 steps (4-14 years)

Types of certificates included in the schedule are as follows:

1. DD-7--the doctoral certificate in a teaching field.
2. TS-6--the teacher's specialist sixth-year certificate.
3. T-5--the teacher's professional fifth-year certificate (Master's degree).
4. T-4--the teacher's associate professional fourth-year certificate (Bachelor's degree plus ten quarter hours of senior college or graduate work or the equivalent inservice training in an area of assessed need upon approval of a local plan.)
5. B-4--the teacher's provisional fourth-year certificate. (Bachelor's degree from a regionally accredited four-year college and all requirements for a teaching field. This certificate is valid for three years and may not be renewed. This certificate may be converted to a T-4 upon completion of the requirements for that certificate.)
6. XB-4--this certificate is no longer issued or renewed.
7. T-3--this certificate is no longer issued or renewed.
8. T-2--this certificate is no longer issued or renewed.

Hawaii: The minimum salary schedule in Hawaii is legally mandated. Categories utilized in the schedule include level of training and years of experience. Provisions of the schedule are presented in Table 9.

TABLE 9.

HAWAII STATE MINIMUM SALARY SCHEDULE

DEGREE	SALARY RANGE	STEPS IN SALARY RANGE
Class I	$7,935-$13,012	13 steps (1-9 years and 4 steps at 3 year intervals)
Class II	8,588- 14,187	13 steps (1-9 years and 4 steps at 3 year intervals)
Class III	9,310- 15,482	13 steps (1-9 years and 4 steps at 3 year intervals)
Class IV	9,697- 16,178	13 steps (1-9 years and 4 steps at 3 year intervals)
Class V	10,104- 16,909	13 steps (1-9 years and 4 steps at 3 year intervals)
Class VI	10,531- 17,677	13 steps (1-9 years and 4 steps at 3 year intervals)
Class VII	10,980- 18,484	13 steps (1-9 years and 4 steps at 3 year intervals)

Types of certificates included in the schedule are as follows:

1. Class I--a teacher who does not possess the requirements of a Class II, III, IV, V, VI, VII teacher. (Less than a bachelor's degree.)
2. Class II--a teacher who possesses a baccalaureate degree from an accredited institution.
3. Class III--a teacher who possesses any one of the following requirements:
    a. Baccalaureate plus 30 semester hours earned subsequently.
    b. Master's degree.
    c. Five-year teaching diploma.
    d. Professional teaching certificate issued by the Department of Education.
4. Class IV--a teacher who has spent one year in Class III plus any one of the following requirements:
    a. Baccalaureate plus 45 semester hours earned subsequently.
    b. Master's degree plus 15 semester hours earned subsequently.
    c. Five-year teaching diploma plus 15 semester hours earned

subsequently.

   d. Professional teaching certificate plus 15 semester hours earned subsequently.

5. Class V--a teacher who possesses a professional teacher's certificate issued by the Department, one year in Class IV and any one of the following requirements:
   a. Baccalaureate plus 60 semester hours earned subsequently.
   b. Master's degree plus 30 semester hours earned subsequently.
   c. Five-year teaching diploma plus 30 semester hours earned subsequently.
   d. Professional teaching certificate plus 30 semester hours earned subsequently.
6. Class VI--a teacher who possesses a professional teacher's certificate issued by the Department, one year in Class V and any one of the following requirements:
   a. Baccalaureate degree plus 75 semester hours earned subsequently.
   b. Master's degree plus 45 semester hours earned subsequently.
   c. Five-year teaching diploma plus 45 semester hours earned subsequently.
   d. Professional teaching certificate plus 45 semester hours earned subsequently.
7. Class VII--a Class VII teacher is any teacher who holds a certificate issued by the Department based upon a doctorate from an accredited college or university and who teaches subjects in or related to his major. A doctor's degree, for the purpose of classification, is defined as one which is higher than a master's degree and the highest possible degree within the profession.

Mississippi: The minimum salary schedule in Mississippi is legally mandated. The state developed a three-year program for increasing teacher salaries commencing with the 1973-74 school term. The salary schedule indicated for 1974-75 reflects the second year of the program; however, an effort to increase the rates for the 1975-76 year was successful in the recent session of the legislature. Mississippi's minimum salary schedule is based upon two factors; namely, class of certificate (levels of training) and years of experience. Provisions of the schedule are presented in Table 10.

TABLE 10.

MISSISSIPPI STATE MINIMUM SALARY SCHEDULE *

CLASS	SALARY RANGE	STEPS IN SALARY RANGE
AAA	$7,844-$8,924	10 steps (0-9 years)
AA	7,208- 8,288	10 steps (0-9 years)
A	6,572- 7,412	8 steps (0-7 years)
B	3,713- 4,014	7 steps (0-6 years)
C	2,835- 3,135	7 steps (0-6 years)
D	2,520- 2,820	7 steps (0-6 years)
E	1,890- 2,190	7 steps (0-6 years)

* Increased for 1975-76.

Types of certificates included in the schedule are:

1. AAA--Master's degree plus 30 semester hours of graduate credit in planned program in area of desired endorsement or 45 semester hours of graduate credit.
2. AA--Master's degree.
3. A--Bachelor's degree.
4. B--Three years of college.
5. C--Two years of college.
6. D--One year of college.
7. E--No college.

North Carolina: The State Board of Education adopted an index salary schedule for instructional personnel several years ago and this has been continued and updated as and when salary increases have been granted, right up to the present time. Actually, this salary schedule does not contain the true index concept and has been slightly modified in order to reflect equal increases in pay between each step in the schedule. The starting point for the 1.000 index as used in the state salary schedule is considered to be an A-0 rate of pay for a starting teacher and all other rates, both higher and lower, are based on this supposition. The schedule is predicated upon ten calendar months of employment. Provisions of the schedule are presented in Table 11.

TABLE 11.

NORTH CAROLINA STATE MINIMUM SALARY SCHEDULE

CLASS	SALARY RANGE	STEPS IN SALARY RANGE
Doctorate	$10,100-$13,760	15 steps (0-14 years)
Specialist	9,200- 12,860	15 steps (0-14 years)
G (Master's)	8,900- 12,560	15 steps (0-14 years)
A (Bachelor's)	8,130- 11,510	14 steps (0-13 years)
B	6,830- 8,390	7 steps (0-6 years)
C	5,540- 6,830	6 steps (0-5 Years)
Elem "A"	5,270- 6,310	5 steps (0-4 years)
Elem "B"	4,740- 5,540	4 steps (0-3 years)
NS	4,480	None

Types of certificates included in the schedule are:

1. Type G--Master's degree, specialist, doctorate.
2. Type A--Bachelor's degree and certified in the teaching field.
3. Type B--Bachelor's degree and noncertified or three years college with valid certificate.
4. Type C--Normal certificate with two years of college.
5. Type Elem "A"--Normal certificate with one year of college.
6. Type Elem "B"--Less than one year of college with a valid certificate.
7. NS--Nonstandard salary rating only.

Oklahoma: The minimum salary schedule is legally mandated. It provides for three levels of training and utilizes years of experience. The schedule does not recognize a level of training below the bachelor's degree. Provisions of the schedule are presented in Table 12.

TABLE 12.

OKLAHOMA STATE MINIMUM SALARY SCHEDULE

DEGREE	SALARY RANGE	STEPS IN SALARY RANGE
Doctorate	$7,500-$9,000	16 steps (0-15 years)
Master's	7,100- 8,600	16 steps (0-15 years)
Bachelor's	6,700- 8,200	16 steps (0-15 years)

South Carolina: The minimum salary schedule in South Carolina is determined by the legislature on an annual basis. The schedule categories utilized include level of training and experience. The pay period represented by the schedule includes 185 days. Provisions of the minimum salary schedule are presented in Table 13.

TABLE 13.

SOUTH CAROLINA STATE MINIMUM SALARY SCHEDULE
GRADE "A" CERTIFICATE

CLASS	SALARY RANGE	STEPS IN SALARY RANGE
Class 8 (Doctorate)	$8,371-$11,862	15 steps (0-14 years)
Class 7 (Master's + 30)	7,860- 10,401	15 steps (0-14 years)
Class 1 (Master's)	7,500- 10,041	15 steps (0-14 years)
Class 2 (Bachelor's + 18 hours)	6,850- 9,078	15 steps (0-14 years)
Class 3 (Bachelor's)	6,550- 8,777	15 steps (0-14 years)
Class 6 (3 years college)	4,939- 5,548	8 steps (0-6 years and 14 years and above)
Class 4 (2 years college)	4,604- 5,057	8 steps (0-6 years)
Class 5 (Less than 2 years college)	3,975- 4,427	8 steps (0-6 years)

Each of the above certificate classifications with the exception of Classes 7 and 8 provide grade breakdowns. For example, Class 3 which includes the bachelor's degree is categorized into Grades "A", "B", "C", and "D" with Grade "A" recognized as the highest level.

These differentiations remain in the minimum salary schedule due to the fact that prior to July 1, 1971, certificates were issued by grades based on National Teacher Examination scores. Since that date, all new certificates have been "professional" only. Teachers holding "B", "C", or "D" grade certificates issued prior to July 1, 1971 can get their certificates renewed, and, for that reason, it will be several years before these types of certificates are eliminated. The State Board of Education has made requests to the legislature to phase out "B", "C" and "D" grade certificates over a three year period, but this has not been done.

Tennessee: The state has a mandatory minimum salary schedule which includes a $500 supplement from local funds for 1974-75 for certified classroom teachers and principals. The schedule is presented in Table 14.

TABLE 14.

TENNESSEE STATE MINIMUM SALARY SCHEDULE

LEVEL OF TRAINING	SALARY RANGE	STEPS IN SALARY RANGE
Doctor's degree	$9,010-$10,630	16 steps (0-15 years)
Education specialist	8,410- 10,040	16 steps (0-15 years)
Master's degree + 45 quarter hours	8,250- 9,870	16 steps (0-15 years)
Master's degree	7,650- 9,280	16 steps (0-15 years)
Bachelor's degree	7,050- 8,250	16 steps (0-15 years)
Three years college	5,880- 6,590	11 steps (0-10 years)
Two years college	5,655- 6,355	11 steps (0-10 years)
One year college	5,330- 5,690	7 steps (0-6 years)
No years college	5,280- 5,630	7 steps (0-6 years)

Pertinent information concerning the salary schedule includes the following:

1. Only the training acceptable for certification and shown on the certificate is counted when applying salary rating. Teachers employed full-time are not allowed credit for the purpose of certification on more than six quarter hours earned during any one quarter of the school year.
2. The doctor's degree rating is given only to those teachers who earned the doctor's degree in a college or university approved by recognized accrediting agencies for granting graduate degrees and who by nature of courses pursued in the doctorate program indicated that public education was their primary aim as a career.
3. The master's degree plus 45 quarter hours rating is given to those who have earned 45 additional quarter hours of graduate credit after the date the requirements for the master's degree were completed.
4. The master's degree rating is given only to those teachers who earned the graduate degree in a college or university approved by recognized accrediting agencies for granting graduate degrees and who, by nature of courses pursued in their graduate training, indicated that public education was their primary aim as a career; otherwise, the rating is based upon the bachelor's degree.
5. The salary schedule for a person serving as a teacher who has a bachelor's degree or above from a college approved by the State Board of Education but who does not hold a teacher's certificate is $10.00 less per month for each category of training experience than the salary schedule for certified teachers. For those who have less than a bachelor's degree and who do not hold a teacher's certificate, the salary is $100 per month less for the school year 1974-75. A teacher who holds a valid teacher's certificate but has to secure a permit for special subjects or for a different grade level does not suffer a reduction in salary.
6. The holder of the bachelor's degree in library science is given the same rating in the application of the state salary schedule for teachers as the holder of the master's degree in library science, provided that the holder of the bachelor's degree in

library science has an academic bachelor's degree and one year's training in library science in an institution approved for graduate work in the fields of research and education.

7. For each vocational teaching position included in the minimum foundation school program, the amount of the annual salary to be included in the minimum foundation program is the state salary schedule for classroom teachers for the ten months of the regular school term as in the case of other teachers.
8. Trade shop teachers with less than a bachelor's degree who hold the trade shop certificate are paid on a bachelor's degree.
9. Teachers of vocational subjects may be supplemented in accordance with reimbursement schedules approved by the State Board for Vocational Education.

Texas: The state utilizes the foundation program or general aid school finance program to reimburse local school districts for salaries of classroom teachers. Texas is the only state with this approach that utilizes a salary schedule. Other states use average salaries or weighted per pupil amounts. The reimbursement program recognizes 18 pay grades; however, insofar as instructional personnel were concerned, pay grades 4, 5, 7, and 8 were applicable. The schedule is in terms of an annual salary for periods ranging from one to ten years. Reimbursable units include a ten month period of 190 days, an eleven month period of 210 days, and a twelve month unit of 230 days. The provisions of the schedule used to reimburse local school districts in terms of a ten month unit (190 days) is presented in Table 15.

TABLE 15.

TEXAS STATE MINIMUM SALARY SCHEDULE

PAY GRADE	SALARY RANGE	STEPS IN SALARY RANGE
Pay Grade 4	$5,400-$8,040	10 steps (0-9 years)
Pay Grade 5	6,000- 9,390	11 steps (0-10 years)
Pay Grade 7	6,600 9,910	10 steps (0-9 years)
Pay Grade 8	7,200-11,380	11 steps (0-10 years)

The various pay grades included in the minimum salary schedule for instructional personnel are defined in the following manner:

1. Pay Grade 4--includes nondegree--emergency teaching permit (only) for assignment.
2. Pay Grade 5--includes the following:
   a. Degree--emergency teaching permit (only) for assignment.
   b. Nondegree--permanent Texas certificate only.
3. Pay Grade 7--includes the following:
   a. Baccalaureate degree.
   b. Valid teacher's certificate.
   c. Permanent Texas certificate.
   d. Assigned in area of specialization or teaching field. However, emergency teaching permits or special assignment permits are issued whenever such conditions are warranted.
4. Pay Grade 8--same as Pay Grade 7 with the exception that a person in this grade possesses a master's degree.

West Virginia: The minimum salary schedule is mandated by the legislature. Categories in the schedule include levels of training and years of experience. The school term in West Virginia is 200 days. Provisions of the minimum salary schedule are presented in Table 16; however, the legislature in March, 1975 approved a $500 across-the-board increase.

TABLE 16.

WEST VIRGINIA STATE MINIMUM SALARY SCHEDULE *

DEGREE	SALARY RANGE	STEPS IN SALARY RANGE
Ph. D.	$7,972-$10,476	20 steps (0-19 years)
Master's + 30	7,669- 10,443	20 steps (0-19 years)
Master's + 15	7,365- 9,701	17 steps (0-16 years)
Master's	7,063- 9,399	17 steps (0-16 years)
Bachelor's + 15	6,759- 8,657	14 steps (0-13 years)
Bachelor's	6,455- 8,353	14 steps (0-13 years)
Second Class	5,303- 6,763	11 steps (0-10 years)
Third Class	5,060- 6,228	9 steps (0-8 years)
Fourth Class	4,453- 5,329	7 steps (0-6 years)

* Does not include a recent increase of $500 for each category.

The categories listed below the bachelor's degree are defined in the following manner.

1. Second Class--three years of college.
2. Third Class--two years of college.
3. Fourth Class--one year of college.

Comparisons of States with Minimum Salary Schedules in Use

In Tables 17-24, data are presented in which comparisons are made among states with minimum salary schedules in use. An analysis of the data indicates the following pertinent information:

1. Ten of the 11 states whose schedules were reported in the study make provision in their schedules for levels of training less than a bachelor's degree. However, there are variations in the provisions as follows:
   a. Four states report by year levels ranging from "no years of college" to "three years of college," one state begins with "one year of college" and progresses to "three years of college," and two states begin their schedules at "two years of college training."
   b. Three states use "no degree" or "less than a bachelor's" rather than varying years of training.
   c. One state utilizes a category in which certificates are obsolete. (See Table 17.)
2. One of the eleven states included in the report does not utilize a category less than a bachelor's degree. (See Table 17.)
3. The ten states with provisions in their minimum salary schedules of categories less than a bachelor's degree were receptive to providing a number of annual increments. Generally, the higher the level of training, the larger were the number of increments granted. Six or more years were usually allowed with several states providing ten or more years. (See Table 18.)
4. All states provided the bachelor's degree category in their schedules; however, the practice of providing levels of training

between the bachelor's and master's degrees was not a common practice in the eleven states. Only three states, Delaware, South Carolina and West Virginia reported the use of such categories as "bachelor's plus 15 hours," "bachelor's plus 18 hours," and "bachelor's plus 30 hours." With the exception of Delaware, the salary differential between the bachelor's and the bachelor's plus level was not large. (See Table 19.)

5. The number of increments or steps in the minimum-maximum range of bachelor's degree salaries was as low as seven years in one state and as high as 15 years in two states. The average number of increments or step intervals at the bachelor's degree level for the eleven states was approximately 12.2 years. The three states with levels of bachelor's plus listed 10, 13, and 14 steps. (See Table 20.)
6. All states provided the master's degree level of training in their minimum salary schedule. In addition, the practice of providing levels of training between the master's and an approved six year or education specialist certificate was reasonably common. Seven states made such provisions. The "master's plus 30 hours" was the most common provision with five states including this level. Two states provided the "master's plus 15 hours" level and two states included the "master's plus 45 hours." Hawaii was the only state with all three levels beyond the master's. The remaining six states provided only one such level. (See Table 21.)
7. The number of increments in the master's degree category ranged from a minimum of nine steps in Mississippi to a maximum of 16 in West Virginia. The average number of steps for the master's and beyond was 12.8 years. (See Table 22.)
8. The practice of including the "education specialist certificate" or its equivalent in terms of an organized "six-year program" is not common in the eleven states whose salary schedules were included. Only four states, namely Georgia, Louisiana, North Carolina, and Tennessee made such provisions. The number of salary increments in this category ranged from a low of 12 steps

in Louisiana to a high of 15 steps in Tennessee. Georgia and North Carolina reported 14 steps. (See Table 23.)

9. Provision for the "doctor's degree" is a common practice in the eleven state region with eight states included. Mississippi, Texas, and West Virginia made no provisions for this level of training. The number of increments provided for this category varied from a minimum of ten to a maximum of 15. The average number of steps provided for this category was approximately 13.4 years. (See Table 24.)

Summary

The following highlights are significant features which merit specific summarization:

1. Only six states had adopted minimum salary schedule laws prior to 1915; however, since that date the number of states adding such legislation peaked in the periods 1915-1924 and 1945-1954. By 1968-69, a total of 31 states provided some type of legally mandated salary schedules.
2. Presently, the status of teacher minimum salary schedules in terms of the 50 states is as follows:
   a. Twenty-three states have mandated salary schedules provided by legislative act or resolution of the State Board of Education. Ten of these states reported their schedules in use while the remaining 13 states indicated their schedules were obsolete. States with out-dated schedules indicated that the determination of teacher salary schedules was the responsibility of local school districts and that salaries were frequently arrived at by negotiations between teacher representatives and the local school board and superintendent. States with mandated schedules in use were generally located in the South.
   b. Seven states utilized the foundation program with average salaries or a limited salary schedule used as a means of guaranteeing teacher salaries. Six of these seven states are classified as southern or border states.

c. Twenty states indicated that no salary schedule provisions existed at the state level. It was indicated that the determination of teacher salary schedules was the prerogative of local school districts. Involved in such determination were teacher representatives and local school board members and the local district superintendent.

3. In recent years several states have modified their approach to providing a legally mandated minimum salary schedule. One alternate approach has been the use of the foundation (general aid) program to local school districts. Florida and Virginia reported the utilization of this method. Several reasons were cited by states for using alternate approaches; however, the more common indicated were:
   a. Adoption of a new state education finance program.
   b. Provide more flexibility to school districts in determination of salary.
   c. Mandated rates were usually unrealistic.
   d. Eliminated constant need for legislative action.
4. A perusal of the eleven minimum salary schedules analyzed in the study revealed that the schedules were predicated upon two basic factors: (a) level of training and (b) experience. However, the levels of training generally varied from state to state. Several reported levels of training less than the bachelor's degree. Some states provided intermediate levels between the bachelor's and master's, while other states reported several levels between the master's and education specialist. Recognition of the education specialist or sixth year program was not common; however, provision for the doctorate was a common occurrence.
5. There were negligible differences in the number of increments included in the minimum salary schedules of the eleven states discussed in this report. The average number of increments for the different levels of training, beginning with the bachelor's degree and extending through the doctorate, was usually between 12 and 13 years.

6. Several states reported that their legal employment period exceeded the 180-day period. Delaware and South Carolina reported 185-day sessions, North Carolina had 10 calendar months employment period, Texas reported 190 days, and West Virginia reported a pay period covering 200 days. Approved inservice training programs were acceptable in Delaware and were included in the period beyond 180 days.
7. One state, South Carolina, reported that prior to July 1, 1971, scores made by teachers on the National Teacher Examination were used to determine varying grades of teacher certificates awarded. These certificates were used as the basis for the salary schedule. However, since 1971 the practice has been discontinued and currently all certificates are classified as professional. The State Board of Education has requested the legislature to phase out the "grade certificates" over a three year period; however, no action has been taken to date.
8. Virtually every state, regardless of the status of their minimum salary schedule, indicated that local school boards were authorized to supplement the state minimum schedule in terms of available revenues. In terms of actual practice, it was reported that while many school districts are supplementing state minimums, there are school districts, particularly in states with minimum salary schedules considered reasonably current, who are paying teachers the mandated minimums.
9. The salary levels in Louisiana's state schedule for various degrees is either the lowest or among the lowest at beginning and maximum scale among the 11 states with state minimum salary schedules.

Table 17.

COMPARISON OF MANDATED MINIMUM SALARY SCHEDULE RATES FOR TEACHERS WITH LESS THAN THE REGULAR BACHELOR'S DEGREE IN AN APPROVED TEACHER EDUCATION PROGRAM
1974-75

	0 YEARS COLLEGE		1 YEAR COLLEGE		2 YEARS COLLEGE		3 YEARS COLLEGE		BACHELOR'S DEGREE (NON CERTIFIED)		NO DEGREE		LESS THAN BACHELOR'S		OTHER	
STATE	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Delaware	$	$	$	$	$	$	$	$	$	$	$6,669	$9,051	$	$	$	$
Georgia[a]															6,224[a]	6,979[a]
Hawaii													7,934	13,012		
LOUISIANA					4,420	6,635	4,842	7,163								
Mississippi	1,890	2,190	2,520	2,820	2,835	3,135	3,713	4,013								
North Carolina	4,740	5,540	5,270	6,310	5,540	6,830	6,830	8,390								
Oklahoma																
South Carolina	3,975	4,427	3,975	4,427	4,604	5,057	4,939	5,390								
Tennessee	5,280	5,630	5,330	5,690	5,655	6,355	5,880	6,590								
Texas					5,400[b]	8,040[b]									6,000[c]	9,390[c]
West Virginia			4,453	5,329	5,060	6,228	5,303	6,763								

[a] Includes XB-4, T-3 and T-2 certificates which are no longer issued or renewed.

[b] Teacher trainee--nondegree, minimum two years college and Pay Grade 4--emergency teaching permit.

[c] Teacher trainee--includes degree--emergency teaching permit (only) for assignment and nondegree permanent Texas certificate (only).

Source: Responses from individual states.

Table 18.

COMPARISON OF MINIMUM SALARY SCHEDULE STEPS FOR TEACHERS WITH LESS THAN THE REGULAR BACHELOR'S DEGREE FROM AN APPROVED TEACHER EDUCATION PROGRAM
1974-75

STATE	0 YEARS COLLEGE		1 YEAR COLLEGE		2 YEARS COLLEGE		3 YEARS COLLEGE		BACHELOR'S DEGREE (NON CERTIFIED)		NO DEGREE		LESS THAN BACHELOR'S		OTHER	
	BEGIN	END	BEGIN	END	BEGIN	END	BEGIN	END	BEGIN	END	BEGIN	END	BEGIN	END	BEGIN	END
Delaware											0	10				
Georgia															0	14
Hawaii													1	13		
LOUISIANA					0	10	0	10								
Mississippi	0	6	0	6	0	6	0	6								
North Carolina	0	3	0	4	0	5	0	6								
Oklahoma																
South Carolina	0	6	0	6	0	6	0	6								
Tennessee	0	6	0	6	0	10	0	10								
Texas					0	9									0	10
West Virginia			0	6	0	8	0	10								

Source: Responses from individual states.

COMPARISON OF MINIMUM SALARY SCHEDULE RATES FOR TEACHERS WITH AT LEAST A BACHELOR'S DEGREE BUT LESS THAN A MASTER'S DEGREE IN AN APPROVED TEACHER EDUCATION PROGRAM

1974-75

STATE	Rates							
	Bachelor's		Bach. + 15 hrs.		Bach. + 18 hrs.		Bach. + 30 hrs.	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
Delaware	$ 7146	$ 9527	$	$	$	$	$ 7860	$10,241
Georgia[a]	6979[b]	8898[b]						
Hawaii	8588	14,187						
LOUISIANA	6530	8867						
Mississippi	6572	7412						
North Carolina	8900	11,510						
Oklahoma	6700	8200						
South Carolina	6550	8777			6850	9078		
Tennessee	7050	8520						
Texas	6600	10,380						
West Virginia[c]	6455	8353	6759	8657				

[a] Georgia issues a type B-4 certificate to persons who have completed a bachelor's degree from a regionally accredited four-year college and all requirements for a teaching field. The B-4 Certificate is valid for 3 years and may not be renewed. This certificate may be converted to a T-4 Certificate upon completion of the requirements for that certificate. Salary remains the same - $6879.

[b] Georgia's rates for a T-4 - training level requires 10 quarter hours of senior college or graduate credit or the equivalent in-service training in an area of assessed need upon approval of a local plan.

[c] Does not include a $500 across-the-board increase granted in March 1975.

Source: Responses from individual states.

Table 20.

COMPARISON OF MINIMUM SALARY SCHEDULE STEPS FOR TEACHERS WITH AT LEAST A BACHELOR'S DEGREE BUT LESS THAN A MASTER'S DEGREE IN AN APPROVED TEACHER EDUCATION PROGRAM

1974-75

STATE	Steps							
	Bachelor's		Bach. + 15 hrs.		Bach. + 18 hrs.		Bach. + 30 hrs.	
	Begin	End	Begin	End	Begin	End	Begin	End
Delaware	0	10					0	10
Georgia[a]	0	14						
Hawaii	1	13						
LOUISIANA	0	10						
Mississippi	0	7						
North Carolina	0	13						
Oklahoma	0	15						
South Carolina	0	14			0	14		
Tennessee	0	15						
Texas	1	10						
West Virginia	0	13	0	13				

[a] Georgia issues a type B-4 Certificate to persons who have completed a bachelor's degree from a regionally accredited four-year college and all requirements for a teaching field. The B-4 Certificate is valid for 3 years and may not be renewed. This certificate may be converted to a T-4 Certificate upon completion of the requirements for that certificate. Salary remains the same - $6879.

Source: Responses from individual states.

Table 21

COMPARISON OF MINIMUM SALARY SCHEDULE RATES FOR TEACHERS WITH A MASTER'S DEGREE BUT LESS THAN THE EDUCATION SPECIALIST OR DOCTORATE IN AN APPROVED TEACHER EDUCATION PROGRAM

1974-75

STATE	Rates							
	Master's		Master's + 15 hrs.		Master's + 30 hrs.		Master's + 45 hrs.	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
Delaware	$ 8098	$10,479	$	$	$ 8812	$11,194	$	$
Georgia	7886	10,189						
Hawaii	9310	15,482	9697	16,178	10,105	16,909	10,531	17,677
LOUISIANA	6741	9840			6741	10,597		
Mississippi	7208	8288			7844	8924		
North Carolina	8900	12,560						
Oklahoma	7100	8600						
South Carolina	7500	10,041			7860	10,401		
Tennessee	7650	9280					8250	9870[a]
Texas	7200	11,380						
West Virginia[b]	7063	9399	7365	9701				

[a] 45 quarter hours.

[b] Does not include a $500 across-the-board increase granted in March 1975.

Source: Responses from individual states.

Table 22.

COMPARISON OF MINIMUM SALARY SCHEDULE STEPS FOR TEACHERS WITH A MASTER'S DEGREE BUT LESS THAN THE EDUCATION SPECIALIST OR DOCTORATE IN AN APPROVED TEACHER EDUCATION PROGRAM
1974-75

STATE	Steps							
	Master's		Master's + 15 hrs.		Master's + 30 hrs.		Master's + 45 hrs.	
	Begin	End	Begin	End	Begin	End	Begin	End
Delaware	0	10			0	10		
Georgia	0	14						
Hawaii	1	13	1	13	1	13	1	13
LOUISIANA	0	11			0	12		
Mississippi	0	9			0	9		
North Carolina	0	14						
Oklahoma	0	15						
South Carolina	0	14			0	14		
Tennessee	0	15					0	15
Texas	1	10						
West Virginia	0	16	0	16				

Source: Responses from individual states.

Table 23.

COMPARISON OF MINIMUM SALARY SCHEDULE RATES AND STEPS FOR TEACHERS WITH THE EDUCATION SPECIALIST CERTIFICATE
1974-75

STATE	RATES MINIMUM	 MAXIMUM	STEPS BEGIN	 END
Delaware	$	$		
Georgia	9,526	12,213	3	14
Hawaii				
LOUISIANA	7,058	10,921	0	12
Mississippi				
North Carolina	9,200	12,860	0	14
Oklahoma				
South Caroline				
Tennessee	8,410	10,040	0	15
Texas				
West Virginia				

Source: Responses from individual states.

Table 24.

COMPARISON OF MINIMUM SALARY SCHEDULE RATES AND STEPS FOR TEACHERS WITH DOCTORATE DEGREES
1974-75

STATE	RATES MINIMUM	RATES MAXIMUM	STEPS BEGIN	STEPS END
Delaware	$9,288	$11,670	0	10
Georgia	10,538	13,609	3	14
Hawaii	10,980	18,484	1	13
LOUISIANA	7,480	11,139	0	12
Mississippi				
North Carolina	10,100	13,760	0	14
Oklahoma	7,500	9,000	0	15
South Carolina	8,371	11,862	0	14
Tennessee	9,010	10,630	0	15
Texas				
West Virginia				

Source: Responses from individual states.

CHAPTER III

TEACHERS' SALARIES

The level of salaries paid teachers has been a major recurring issue in Louisiana for a number of years and is in the forefront today. In fact, the recent surveys commissioned by the Governor's Education Study Committee found that teachers consider increased pay for them to be the top priority of need to improve public schools, and school administrators considered this as the second priority--preceded only by need for improved discipline. The public, however, did not agree that increased teacher pay was among its top priorities. The surveys also found that half of the public and about nine out of ten teachers and school administrators felt teachers are paid too little. These same proportions felt Louisiana teachers' salaries were below the national average. Furthermore, seven out of ten of the public and nine out of ten teachers and administrators felt that increasing teachers' salaries would attract better teachers and improve the quality of education.

Interstate Comparisons of Teachers' Salaries

For many years the National Education Association (NEA) has published data on teachers' salaries among the states, and this organization is regarded as the authoritative source for such information.

Data of the NEA shows that those answering the survey who felt teachers' salaries in Louisiana were below the national average were correct; this has been so for many years.

Estimates sent NEA by personnel in the Louisiana State Department of Education show that the estimated average salary of teachers in Louisiana this year, 1974-75, is $9,450, ranking Louisiana 38th among the 50 states and 7th among the 13 southern states. (See Tables 1 and 2.) Louisiana's estimates were submitted in December, prior to January 1975 when a special session of the legislature granted teachers an increase plus expanded retirement benefits. However, these increases were considered in the Louisiana estimates submitted to NEA. Those making the estimates felt that the salary increases would be offset somewhat by increased retirement

Table 1.

TRENDS IN SALARIES OF LOUISIANA CLASSROOM TEACHERS

	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75 Estimate	1974-75 % Increase Over Prior Year	1974-75 % Increase Over 1964-65
Louisiana Average Salary	$ 5,389	$ 5,788	$ 6,388	$ 6,758	$ 6,878	$ 7,028	$ 8,306	$ 8,767	$ 8,837	$ 9,116	$ 9,450	3.7%	75.4%
National Average Salary	$ 6,195	$ 6,485	$ 6,830	$ 7,423	$ 7,592	$ 8,635	$ 9,269	$ 9,705	$10,164	$10,778	$11,513	6.8%	85.8%
13 Southern States Average Salary	$ 4,976	$ 5,300	$ 5,700	$ 6,140	$ 6,633	$ 7,093	$ 7,566	$ 7,942	$ 8,343	$ 8,947	$ 9,539	6.6%	91.7%
La. Rank Among 50 States	34	31	28	27	35	41	28	27	33	35	38		
La. Rank Among 13 Southern States	4	3	2	2	4	7	3	3	4	6	7		
La. as % of National Average	87.0%	89.3%	93.5%	91.0%	86.5%	81.4%	89.6%	90.3%	86.9%	85.0%	82.1%		
La. as % of Southern States Average	108.3%	109.2%	112.1%	110.1%	103.9%	99.1%	109.8%	110.4%	105.9%	101.9%	99.1%		

Source: NEA Research Report, Rankings of the States, Annual Series.
NEA Research Report, Estimates of School Statistics, Annual Series.

Table 2.

ESTIMATED AVERAGE SALARIES OF PUBLIC SCHOOL TEACHERS, 1974-75, ALL STATES

1.	Alaska	$16,387*
2.	California	14,529
3.	New York	14,400**
4.	Hawaii	13,584*
5.	Illinois	13,014
6.	Michigan	12,850
7.	New Jersey	12,775
8.	Maryland	12,626
9.	Minnesota	12,512
10.	Rhode Island	12,342
11.	Nevada	12,126
12.	Washington	11,851
13.	Pennsylvania	11,700
14.	Delaware	11,560
	UNITED STATES	11,513
15.	Massachusetts	11,400
16.	Connecticut	11,369
17.	Wisconsin	11,330
18.	North Carolina	10,927
19.	Indiana	10,920
20.	Arizona	10,789
21.	Colorado	10,785
22.	Ohio	10,650
23.	Oregon	10,533
24.	Virginia	10,397
25.	Florida	10,286
26.	Montana	$10,230
27.	Iowa	10,208
28.	Georgia	10,134
29.	New Mexico	10,100
29.	Wyoming	10,100
31.	Missouri	10,030
32.	New Hampshire	9,998
33.	Utah	9,990
34.	Maine	9,806
35.	Texas	9,773
36.	Tennessee	9,684
37.	Nebraska	9,512
38.	LOUISIANA	9,450
39.	Vermont	9,392
40.	South Carolina	9,340
41.	Alabama	9,323
42.	Kansas	9,288
43.	Idaho	9,242
44.	Oklahoma	8,992
45.	West Virginia	8,972
46.	Kentucky	8,890
47.	North Dakota	8,839
48.	Arkansas	8,743
49.	South Dakota	8,519
50.	Mississippi	8,057

* Reduce 30% for Alaska and 19% for Hawaii to make purchasing power comparable to figures for other areas of the United States.

** Median salary.

Source: NEA, Estimates of School Statistics, 1974-75, p. 28.

benefits since this might encourage teachers at the top of the salary schedule to retire and be replaced by teachers with lower salaries. The result might be different, however. The older teachers might remain in their profession a few more years to receive the higher pay before retiring.

The NEA publishes estimated teachers' salaries during current years, and revises them the following year to reflect more accurately actual salaries paid. The committee staff compared previous Louisiana and U.S. salary estimates with revised figures and found estimates to be close to later revisions.

During the past ten years, Louisiana's rank in average teachers' salaries has ranged from a high of 27th in 1967-68 and 1971-72 to a low of 41st in 1969-70. (See Table 1.)

Louisiana's position among the 13 southern states has also been erratic; it ranked second highest in both 1966-67 and 1967-68, being exceeded only by Florida. Louisiana's lowest rank was seventh in both 1969-70 and 1974-75. (See Table 1.)

If 1974-75 estimates of teachers' salaries are reliable, the annual increase in teacher pay in Louisiana was 3.7 percent--considerably below the 6.8 percent increase nationwide and the 6.6 percent increase for the southern states. Over a ten-year period (1964-65 to 1974-75), Louisiana's increase in average teachers' salaries (75.4 percent) has also lagged behind the U.S. (85.8 percent) and the south (91.7 percent). (See Table 1.)

Rankings can sometimes be deceiving if there is little difference between one state and another. Another basis for comparison is to consider the percentage a state's average salary is of the average for the nation and the region. On this basis, Louisiana's average teacher pay has been consistently below the national average during the past ten years, with the lowest point reached in 1974-75 (82.1 percent of the national average). Louisiana compares more favorably with the southern state average, but in two years (1969-70 and 1974-75) the average salary of Louisiana teachers fell below the average for the south. (See Table 1.)

Table 3 shows that salaries paid teachers in the southern states tend to be among the lowest in the country, with Florida and Virginia being notable exceptions. Georgia climbed to 28th highest among the 50 states in 1974-75. Generally, southern states have the lowest per capita personal income--a measure of the ability of taxpayers to support governmental services including salaries paid teachers. Also, the cost-of-living is generally lower in the south so that salaries paid may be equivalent to higher salaries in other parts of the country.

Even though teachers' salaries tend to be relatively low in the south, Louisiana's position among her sister states has deteriorated from fourth highest among the 13 southern states in 1972-73 to sixth in 1973-74 and seventh in 1974-75. (See Table 3.)

Teachers at the secondary level generally have higher salaries than those in the elementary grades. Louisiana's salary schedule makes no distinction as to grade level taught, so that the difference is due to high school teachers having greater experience and higher educational attainment. (See Table 3.)

Average Salaries Among Local School Systems

A state's average teacher salary fails to denote differences among local school systems. Personnel of the Louisiana State Department of Education gather salary data from each of the 66 school systems; such data is contained in Part II of the department's annual report but is not published.

Data compiled by staff of the Department of Education show that average salaries paid teachers in 1973-74 varies considerably from one school system to another. As shown in Table 4, the Bogalusa City system paid

Table 3.

ESTIMATED AVERAGE SALARIES, CLASSROOM TEACHERS, 1972-73, 1973-74, and 1974-75
LOUISIANA, SOUTHERN STATES, U.S.

	1972-73 (Revised)					1973-74 (Revised)					1974-75 (Estimated				
	Est. Avg. Salaries			Rank, All		Est. Avg. Salaries			Rank, All		Est. Avg. Salaries			Rank, All	
	Elem.	Secon.	All	South	U.S.	Elem.	Secon.	All	South	U.S.	Elem.	Secon.	All	South	U.S.
Alabama	$ 8,024	$ 8,184	$ 8,105	8	42	$ 9,134	$ 9,316	$ 9,226	5	33	$ 9,230	$ 9,414	$ 9,323	9	41
Arkansas	7,209	7,450	7,325	12	49	7,663	7,976	7,820	12	49	8,573	8,922	8,748	12	48
Florida	9,100	9,400	9,276	2	26	9,828	10,152	10,018	2	24	10,123	10,457	10,286	3	25
Georgia	8,455	9,033	8,686	5	36 *	9,185	9,637	9,392	4	31	9,982	10,365	10,134	4	28
Kentucky	7,611	8,098	7,794	11	47	8,111	8,612	8,295	10	46	8,700	9,210	8,890	11	46
Mississippi	6,757	7,102	6,908	13	50	7,457	7,794	7,604	13	50	7,893	8,261	8,057	13	50
North Carolina	8,929	9,373	9,162	3	27	10,058	10,562	10,223	1	20	10,788	11,300	10,927	1	18
Oklahoma	7,601	8,012	7,802	10	46	8,025	8,461	8,238	11	47	8,800	9,200	8,992	10	44
South Carolina	7,890	8,175	8,059	9	44	8,428	8,732	8,654	9	42	9,102	9,431	9,340	8	40
Tennessee	8,020	8,710	8,300	7	40	8,550	9,280	8,840	8	41	9,400	10,130	9,684	6	36
Texas	8,589	8,784	8,686	5	36	8,816	9,024	8,920	7	39	9,574	9,842	9,773	5	35
Virginia	9,209	9,913	9,513	1	24	9,584	10,368	9,919	3	25	10,066	10,836	10,397	2	24
LOUISIANA	8,623	9,085	8,837	4	33	8,979	9,396	9,166	6	36	9,320	9,650	9,450	7	38
United States	9,876	10,497	10,164			10,507	11,077	10,778			11,234	11,826	11,513		

* Tied with another state.

Source: NEA, Estimates of School Statistics, 1973-74 and 1974-75 the highest average salary--$10,188 and Plaquemines paid the lowest--$7,366, a difference of $2,822. The average for the state was $9,164, excluding the laboratory schools at LSU and Southern University, which are not under a local system.

Table 5 shows that, even within a particular school system, there is considerable variation in income levels of teachers for 1973-74. For the state as a whole, 4.6 percent of the teachers received less than $7,000; about a third of the teachers (33.5 percent) received salaries between $7,000 and $8,499; another third (32.9 percent) had salaries falling within the $8,500-$9,999 range and a fifth (21.2 percent) fell within the $10,000-$11,499 level. At still higher salary levels, 6.9 percent of the teachers were paid between $11,500 and $13,499, and less than one percent received $13,500 or more.

The 66 local school systems were ranked according to the proportion of teachers receiving salaries below $7,000 in 1973-74. Plaquemines had the largest proportion of teachers at this level--almost half or 46.6 percent. Orleans had very few teachers making under $7,000--less than 0.1 percent. Ten systems had no teachers paid at this low level. Statewide, 4.6 percent of the teachers were paid less than $7,000 last year. (See Table 6.)

Local systems were also ranked according to the proportion of teachers receiving salaries above $10,000 in 1973-74. Orleans had the largest group in this pay scale--over half, or 53.0 percent, while Plaquemines had only 4.2 percent of its teachers in this category. The average for the state showed over a fourth (28.9 percent) of the teachers were paid $10,000 or more. (See Table 7.)

Proportion of Teachers' Salaries Paid by State

The state, through its minimum salary schedule, finances a major portion of the cost of teachers' salaries but data is not readily available showing the extent of state financing. The committee staff devised a method whereby such information could be computed.

Table 4.

AVERAGE SALARIES FOR LOUISIANA CLASSROOM TEACHERS

1973-74(1)

RANK	SCHOOL SYSTEM	AMOUNT
1	City of Bogalusa	$10,188
2	East Baton Rouge	9,950
3	Ouachita	9,914
4	Orleans	9,880
5	Caddo	9,739
6	Jackson	9,721
7	City of Monroe	9,678
8	Franklin	9,647
9	Iberville	9,499
10	Jefferson	9,472
11	Richland	9,413
12	Webster	9,392
13	West Feliciana	9,346
14	Winn	9,334
15	Cameron	9,301
16	St. Bernard	9,279
17	Calcasieu	9,271
18	Ascension	9,262
19	St. Charles	9,253
20	Lafourche	9,202
21	St. James	9,189
22	Beauregard	9,166
	STATE AVERAGE	9,164(2)
23	Washington	9,134
24	Concordia	9,110
25	Bossier	9,068
26	St. Landry	8,999
27	St. John	8,966
28	Tangipahoa	8,958
29	Vermilion	8,945
30	Sabine	8,330
31	Lincoln	8,917
32	West Carroll	8,909
32	St. Tammany	8,909
34	Jefferson Davis	$ 8,905
35	Pointe Coupee	8,896
36	West Baton Rouge	8,876
37	Assumption	8,765
38	Terrebonne	8,734
39	Rapides	8,715
40	Allen	8,709
41	DeSoto	8,612
42	East Carroll	8,596
43	Avoyelles	8,564
44	Lafayette	8,548
45	Livingston	8,519
46	Tensas	8,485
47	Acadia	8,414
48	Iberia	8,404
49	East Feliciana	8,396
50	Madison	8,391
51	Catahoula	8,385
52	St. Helena	8,367
53	St. Martin	8,270
54	Natchitoches	8,225
55	Red River	8,219
56	Vernon	8,197
57	Bienville	8,192
58	St. Mary	8,177
59	Claiborne	8,085
60	Evangeline	8,042
61	Morehouse	8,039
62	Grant	7,985
63	LaSalle	7,979
64	Union	7,922
65	Caldwell	7,866
66	Plaquemines	7,366

(1) Includes teachers paid from federal funds and those being paid for more than nine months work.

(2) Excludes LSU and Southern Laboratory Schools.

Source: State Department of Education of Louisiana, Annual Report for the Session 1973-74, Part II, unpublished.

Table 5.

SALARIES OF LOUISIANA CLASSROOM TEACHERS BY INCOME LEVELS 1973-74

SCHOOL SYSTEM	Total No. Teachers	Percent of Total					
		Below $7,000	$7,000-$8,499	$8,500-$9,999	$10,000-$11,499	$11,500-$13,499	$13,500 & Above
Acadia	549	26.2%	28.8%	33.9%	9.7%	1.1%	0.4%
Allen	258.5	4.4	38.7	36.4	19.0	1.5	0.0
Ascension	493	0.0	40.0	34.8	16.2	7.7	1.2
Assumption	245	3.7	44.9	33.5	13.1	2.4	2.4
Avoyelles	477	5.0	45.9	39.4	7.8	1.9	0.0
Beauregard	328	4.0	32.6	38.7	19.2	5.9	0.3
Bienville	229	25.8	40.6	22.3	9.2	1.7	0.4
Bossier	865	0.2	39.0	35.5	21.3	3.9	0.1
Caddo	2,592	0.5	24.4	40.4	18.7	14.2	1.9
Calcasieu	1,843.4	0.0	34.0	42.8	19.5	3.5	0.2
Caldwell	118	35.6	40.7	16.1	5.9	1.7	0.0
Cameron	118	0.0	38.1	34.7	22.0	5.1	0.0
Catahoula	184	17.9	33.2	38.6	6.5	2.7	1.1
Claiborne	210	29.0	40.5	20.0	9.0	1.4	0.0
Concordia	276	0.0	31.2	47.1	20.3	0.7	0.7
De Soto	303	16.5	25.1	38.9	15.8	2.6	1.0
East Baton Rouge	3,165	0.2	22.5	26.1	34.8	14.2	2.3
East Carroll	153	5.2	39.2	40.5	12.4	2.0	0.7
East Feliciana	192	14.6	36.5	40.1	6.3	2.6	0.0
Evangeline	394	25.1	29.2	33.2	10.4	1.5	0.5
Franklin	343	1.7	22.2	34.1	32.1	8.2	1.7
Grant	182	28.0	48.9	18.1	4.4	0.5	0.0
Iberia	738	13.7	36.6	40.2	6.5	3.0	0.0
Iberville	398	0.0	30.7	35.9	24.4	9.0	0.0
Jackson	190	4.7	15.8	41.1	34.7	1.6	2.1
Jefferson	2,937	0.8	31.1	27.3	34.2	5.9	0.8
Jefferson Davis	387	3.1	37.0	40.6	13.7	5.2	0.5
Lafayette	1,387.8	10.1	39.4	40.6	6.6	3.3	0.0
Lafourche	898	0.8	38.4	35.7	17.9	6.0	1.1
La Salle	161	25.5	53.4	12.4	7.5	1.2	0.0
Lincoln	309	9.1	26.9	46.9	15.2	1.2	0.6
Livingston	541	6.3	45.1	36.4	11.3	0.2	0.7
Madison	177	12.4	30.5	52.0	5.1	0.0	0.0
Morehouse	371	24.8	45.9	21.9	5.4	2.2	0.0

(Continued)

Table 5, page 2

SALARIES OF LOUISIANA CLASSROOM TEACHERS BY INCOME LEVELS, 1973-74

SCHOOL SYSTEM	Total No. Teachers	Percent of Total					
		Below $7,000	$7,000-$8,499	$8,500-$9,999	$10,000-$11,499	$11,500-$13,499	$13,500 & Above
Natchitoches	463	27.0	39.7	21.0	10.6	1.7	0.0
Orleans	4,753	0.0*	27.1	19.8	36.2	16.4	0.4
Ouachita	860	0.0	15.1	50.7	21.3	11.9	1.0
Plaquemines	264	46.6	24.6	24.6	3.8	0.4	0.0
Pointe Coupee	264	9.5	28.8	46.2	12.5	1.9	1.1
Rapides	1,255	4.6	39.4	44.1	9.9	2.0	0.0
Red River	112	29.5	42.9	15.2	7.1	4.5	0.9
Richland	306	0.3	27.8	39.2	26.5	4.6	1.6
Sabine	245	2.9	39.6	34.3	20.4	2.0	0.8
St. Bernard	637	1.6	38.5	25.3	21.2	13.3	0.2
St. Charles	416	7.0	20.7	35.3	30.5	6.3	0.2
St. Helena	128	20.3	51.6	15.6	7.8	4.7	0.0
St. James	282.5	0.5	38.6	39.6	18.1	3.2	0.0
St. John the Baptist	334	0.6	45.2	35.6	11.1	6.3	1.2
St. Landry	1,118	2.1	33.7	39.2	21.8	2.4	0.7
St. Martin	480	10.6	48.3	30.6	9.4	0.4	0.6
St. Mary	739	23.0	33.6	37.8	4.2	1.2	0.3
St. Tammany	852	0.0	47.2	33.2	14.3	4.0	1.3
Tangipahoa	767	0.1	47.1	29.7	18.6	3.4	1.0
Tensas	143	0.7	50.3	35.7	12.6	0.7	0.0
Terrebonne	981	0.6	48.3	32.4	13.3	4.6	0.8
Union	216	34.7	36.6	21.8	6.5	0.5	0.0
Vermilion	488	0.8	37.5	41.2	16.6	3.3	0.6
Vernon	412	7.8	55.3	27.2	7.8	1.2	0.7
Washington	285	0.7	40.4	35.1	17.2	4.9	1.8
Webster	514	0.2	26.7	43.4	26.7	2.9	0.2
West Baton Rouge	201	6.5	34.3	34.3	21.9	2.0	1.0
West Carroll	176	0.0	39.8	40.9	15.9	1.7	1.7
West Feliciana	103	1.9	15.5	59.2	19.4	3.9	0.0
Winn	217	0.0	35.3	34.3	25.9	3.7	0.9
City of Monroe	461.5	0.3	24.7	40.3	26.7	5.2	2.8
City of Bogalusa	247	0.0	19.4	34.0	23.1	19.8	3.6
STATE	40,732.7	4.6	33.5	32.9	21.2	6.9	0.8

Source: State Department of Education of Louisiana, Annual Report for the Session 1973-74, Part II, unpublished.

*Less than 0.1%

Table 6.

PERCENT LOUISIANA TEACHERS PAID LESS THAN $7,000
1973-74

Rank	School System	Percent
1	Plaquemines	46.6
2	Caldwell	35.6
3	Union	34.7
4	Red River	29.5
5	Claiborne	29.0
6	Grant	28.0
7	Natchitoches	27.0
8	Acadia	26.2
9	Bienville	25.8
10	La Salle	25.5
11	Evangeline	25.1
12	Morehouse	24.8
13	St. Mary	23.0
14	St. Helena	20.3
15	Catahoula	17.9
16	De Soto	16.5
17	East Feliciana	14.6
18	Iberia	13.7
19	Madison	12.4
20	St. Martin	10.6
21	Lafayette	10.1
22	Pointe Coupee	9.5
23	Lincoln	9.1
24	Vernon	7.8
25	St. Charles	7.0
26	West Baton Rouge	6.5
27	Livingston	6.3
28	East Carroll	5.2
29	Avoyelles	5.0
30	Jackson	4.7
31	Rapides	4.6
	STATE	4.6
32	Allen	4.4
33	Beauregard	4.0
34	Assumption	3.7
35	Jefferson Davis	3.1
36	Sabine	2.9
37	St. Landry	2.1
38	West Feliciana	1.9
39	Franklin	1.7
40	St. Bernard	1.6
41	Jefferson	0.8
41	Lafourche	0.8
41	Vermilion	0.8
44	Tensas	0.7
44	Washington	0.7
46	St. John the Baptist	0.6
46	Terrebonne	0.6
48	Caddo	0.5
48	St. James	0.5
50	Richland	0.3
50	City of Monroe	0.3
52	Bossier	0.2
52	East Baton Rouge	0.2
52	Webster	0.2
55	Tangipahoa	0.1
56	Orleans	0.0*
57	Ascension	0.0
57	Calcasieu	0.0
57	Cameron	0.0
57	Concordia	0.0
57	Iberville	0.0
57	Ouachita	0.0
57	St. Tammany	0.0
57	West Carroll	0.0
57	Winn	0.0
57	City of Bogalusa	0.0

* Less than 0.1 percent.

Source: State Department of Education of Louisiana, Annual Report for the Session 1973-74, Part II, unpublished.

Table 7.

PERCENT LOUISIANA TEACHERS PAID $10,000 OR MORE

1973-74

Rank	School System	Percent
1	Orleans	53.0
2	East Baton Rouge	51.3
3	City of Bogalusa	46.5
4	Franklin	42.0
5	Jefferson	40.9
6	Jackson	38.4
7	St. Charles	37.0
8	Caddo	34.8
9	St. Bernard	34.7
9	City of Monroe	34.7
11	Ouachita	34.2
12	Iberville	33.4
13	Richland	32.7
14	Winn	30.5
15	Webster	29.8
	STATE	28.9
16	Cameron	27.1
17	Beauregard	25.4
18	Bossier	25.3
19	Ascension	25.1
20	Lafourche	25.0
21	St. Landry	24.9
21	West Baton Rouge	24.9
23	Washington	23.9
24	West Feliciana	23.3
25	Calcasieu	23.2
25	Sabine	23.2
27	Tangipahoa	23.0
28	Concordia	21.7
29	St. James	21.3
30	Allen	20.5
30	Vermilion	20.5
32	St. Tammany	19.6
33	DeSoto	19.4
33	Jefferson Davis	19.4
35	West Carroll	19.3
36	Terrebonne	18.7
37	St. John the Baptist	18.6
38	Assumption	17.9
39	Lincoln	17.0
40	Pointe Coupee	15.5
41	East Carroll	15.1
42	Tensas	13.3
43	Red River	12.5
43	St. Helena	12.5
45	Evangeline	12.4
46	Natchitoches	12.3
47	Livingston	12.2
48	Rapides	11.9
49	Bienville	11.3
50	Acadia	11.2
51	Claiborne	10.4
51	St. Martin	10.4
53	Catahoula	10.3
54	Lafayette	9.9
55	Avoyelles	9.7
55	Vernon	9.7
57	Iberia	9.5
58	East Feliciana	8.9
59	La Salle	8.7
60	Caldwell	7.6
60	Morehouse	7.6
62	Union	7.0
63	St. Mary	5.7
64	Madison	5.1
65	Grant	4.9
66	Plaquemines	4.2

Source: State Department of Education of Louisiana, Annual Report for the Session 1973-74, Part II, unpublished.

METHODOLOGY

Mean salaries for classroom teachers by local system and for the state as a whole are computed annually by the Bureau of Research and Data Collection of the State Department of Education. The averages obtained reflect, in addition to regular classroom teachers' salaries, the salaries of assistant principals, special education teachers, teachers receiving above scale pay supplements, teachers supported entirely by local system funds, and federally supported teachers.

State funds for teachers' salaries are distributed to local systems on the basis of teachers allotted and employed in compliance with state regulations. For each local system, state salary allocations include the salaries of principals as well as those of regular and special education teachers.

The last year for which complete salary data were available was the 1973-74 school year.

For this year, the average salary paid by the state to allotted and employed classroom teachers in each local system was computed as follows. State Department Circular No. 379, February 22, 1974, provided total allocations to local systems for teacher salaries for 1973-74. Local system faculty lists were used to determine the number of principals in each system and the salaries allocated to them by the state. The number of classroom teachers allotted and employed and state salary allocations for them were found by subtracting the number of principals. Each allocation was increased by 2.75 percent to reflect midyear salary increases. For each local system, the quotient of state salary allocation divided by number of classroom teachers provided the average salary paid by the state to allotted and employed classroom teachers. Average teacher salary paid by the state was compared with average teacher salary as computed by the Bureau of Research for each system. The ratios or percentages are shown in Table S.

For each local system a total expenditure for classroom teacher salaries in 1973-74 was estimated by multiplying the Bureau computed average salary and the total number of classroom teachers in the system. This total number of teachers was determined from unpublished Annual Reports, Part II, and included teachers supported entirely by local system funds and federally supported teachers. Where this total differed from original allocation numbers, gains or losses were assumed to have taken place at midyear.

The total state allocation for classroom teachers' salaries was divided by total expenditure for classroom teacher salaries to provide the percentage of state support for teachers' salaries overall. (See Table 9.)

To provide an estimate of federal support for classroom teachers, the number of federally supported teachers in each system was multiplied by the average salary for the system. The total state allocation for teacher salaries was divided by total expenditure, less estimated federal expenditure, to provide the percentage of state support for teachers' salaries with respect to total state and local support.

PERCENTAGE OF AVERAGE SALARIES PAID BY STATE

Table 8 shows the proportion of average teachers' salaries paid by the state, by each school system. The smallest proportions were in Jefferson (80.1 percent) and Orleans (80.8 percent). More than 100 percent of average teachers' salaries was paid by the state to Claiborne Parish; this unusual result was due to Claiborne employing a number of teachers above the number allotted by the state and also employing federal teachers, with both such groups receiving salaries below the average paid by the state. For the state as a whole, 86.6 percent of average teachers' salaries paid in 1973-74 was financed by state government.

PERCENTAGE OF SALARY DOLLARS PAID BY STATE

Table 9 shows the proportion financed by the state of dollars spent in 1973-74 for teachers' salaries. The percentages vary from a low of 74.2 percent in Orleans to a high of 96.7 percent in Grant. For the state as a whole, 81.3 percent of teacher salary expenditures came from state government.

Table 10 shows the proportion of dollars spent by the state in 1973-74 when estimated federal salary was subtracted from overall salary expenditures.

Table 8.

PROPORTION OF AVERAGE SALARIES FOR LOUISIANA CLASSROOM TEACHERS* PAID BY STATE

1973-74

SCHOOL SYSTEM	Avg. Salary Paid By State To Classroom Teacher	Overall Avg. For Classroom Teacher * *	% State Avg. Is Of Overall Avg.
Acadia	$ 7,656.42	$ 8,414.16	91.0%
Allen	7,826.82	8,709.14	89.9
Ascension	7,845.98	9,262.42	84.7
Assumption	7,694.04	8,764.80	87.8
Avoyelles	7,574.68	8,564.21	88.4
Beauregard	7,743.64	9,166.16	84.5
Bienville	7,981.98	8,191.60	97.4
Bossier	7,948.44	9,068.36	87.7
Caddo	8,313.18	9,739.29	85.4
Calcasieu	7,978.16	9,270.83	86.1
Caldwell	7,634.81	7,866.53	97.1
Cameron	7,842.24	9,300.85	84.3
Catahoula	7,840.01	8,384.51	93.5
Claiborne	8,096.31	8,084.53	100.1
Concordia	7,980.24	9,109.60	87.6
De Soto	8,173.32	8,611.80	94.9
East Baton Rouge	8,195.54	9,950.43	82.4
East Carroll	7,781.19	8,595.59	90.5
East Feliciana	7,886.21	8,395.84	93.9
Evangeline	7,754.25	8,041.88	96.4
Franklin	8,123.59	9,646.87	84.2
Grant	7,855.44	7,984.89	98.4
Iberia	7,873.35	8,403.80	93.7
Iberville	8,052.63	9,499.37	84.8
Jackson	8,332.12	9,721.05	85.7
Jefferson	7,585.83	9,472.46	80.1
Jefferson Davis	8,019.25	8,905.36	90.0
Lafayette	7,907.43	8,548.44	92.5
Lafourche	7,864.20	9,202.26	85.5
La Salle	7,834.04	7,979.04	98.2
Lincoln(1)	8,393.99	8,917.07	94.1
Livingston	7,907.55	8,518.72	92.8
Madison	7,997.48	8,390.54	95.3
Morehouse(2)	7,962.76	8,038.75	99.1

(Continued)

Table 8, page 2

PROPORTION OF AVERAGE SALARIES FOR LOUISIANA CLASSROOM TEACHERS* PAID BY STATE, 1973-74

SCHOOL SYSTEM	Avg. Salary Paid By State To Classroom Teacher	Overall Avg. For Classroom Teacher **	% State Avg. Is of Overall Avg.
Natchitoches (3)	8,183.54	8,224.89	99.5%
Orleans	7,987.14	9,879.63	80.8
Ouachita	8,057.04	9,914.24	81.3
Plaquemines	7,184.54	7,365.53	97.5
Pointe Coupee	8,236.32	8,895.84	92.6
Rapides	7,969.30	8,715.04	91.4
Red River (4)	7,841.92	8,218.75	95.4
Richland	8,051.20	9,413.40	85.5
Sabine	7,921.48	8,930.10	88.7
St. Bernard	7,657.79	9,278.85	82.5
St. Charles	7,652.87	9,253.00	82.7
St. Helena	8,054.74	8,367.19	96.3
St. James	7,908.07	9,189.16	86.1
St. John the Baptist	7,785.41	8,965.57	86.8
St. Landry	8,007.86	8,997.99	89.0
St. Martin	7,453.63	8,269.79	90.1
St. Mary	7,568.88	8,176.76	92.6
St. Tammany	7,739.27	8,909.04	86.9
Tangipahoa	7,974.08	8,958.12	89.0
Tensas	7,586.79	8,485.14	89.4
Terrebonne	7,733.53	8,734.07	88.5
Union	7,846.97	7,922.46	99.0
Vermilion	8,031.61	8,945.19	89.8
Vernon	7,577.01	8,196.60	92.4
Washington	7,974.52	9,133.77	87.3
Webster	8,141.64	9,391.54	86.7
West Baton Rouge	7,948.29	8,876.25	89.5
West Carroll	7,996.33	8,909.09	89.8
West Feliciana	8,495.07	9,345.87	90.9
Winn	7,999.46	9,333.53	85.7
City of Monroe	8,255.84	9,677.55	85.3
City of Bogalusa	8,623.17	10,187.75	84.6
STATE	7,934.96	9,163.77	86.6

(Continued)

PROPORTION OF AVERAGE SALARIES FOR LOUISIANA CLASSROOM TEACHERS* PAID BY STATE, 1973-74

*Excludes principals; includes only classroom teachers allotted and employed.
**Includes federal, state and local funds.

(1) Does not include $700 paid each teacher from local sources.

(2) Does not include 14.25% paid each teacher above state schedule.

(3) For 1974-75, each teacher will receive 2.4% plus $150 above state schedule.

(4) A supplement will be paid in 1974-75 from newly approved local sales tax.

(5) Excludes L.S.U. and Southern Lab Schools.

Source:

State of Louisiana, Department of Education, Circular No. 379, February 22, 1974

State of Louisiana, Department of Education, Annual Report, 1973-74, Part II, unpublished

Table 9.

PROPORTION OF EXPENDITURES FOR SALARIES OF LOUISIANA CLASSROOM TEACHERS PAID BY STATE, 1973-74

SCHOOL SYSTEM	EXPENDITURE FOR TEACHERS' SALARIES*	STATE APPROPRIATION FOR SALARIES	% STATE IS OF TOTAL
Acadia	$ 4,594,131	$ 4,033,400	87.8%
Allen	2,249,135	1,941,050	86.3
Ascension	4,580,267	3,623,273	79.1
Assumption	2,121,082	1,715,771	80.9
Avoyelles	4,076,564	3,591,914	88.1
Beauregard	2,976,710	2,489,581	83.6
Bienville	1,875,876	1,740,071	92.8
Bossier	7,873,604	6,700,533	85.1
Caddo	24,874,147	18,641,470	74.9
Calcasieu	17,030,051	13,302,786	78.1
Caldwell	928,250	801,656	86.4
Cameron	1,097,500	799,909	72.9
Catahoula	1,542,750	1,270,081	82.3
Claiborne	1,681,582	1,489,721	88.6
Concordia	2,514,250	2,120,349	84.3
DeSoto	2,613,681	2,344,107	89.7
East Baton Rouge	31,458,284	24,394,854	77.5
East Carroll	1,289,338	1,034,898	80.3
East Feliciana	1,607,803	1,395,859	86.8
Evangeline	3,168,501	2,713,987	85.7
Franklin	3,308,876	2,567,055	77.6
Grant	1,437,280	1,390,413	96.7
Iberia	6,202,004	5,267,273	84.9
Iberville	3,771,250	2,915,069	77.3
Jackson	1,842,139	1,508,113	81.9
Jefferson	27,886,922	22,340,265	80.1
Jefferson Davis	3,428,564	2,932,639	85.5
Lafayette	11,864,380	10,058,249	84.8
Lafourche	8,217,618	6,768,719	82.4
LaSalle	1,288,615	1,237,778	96.1
Lincoln	2,748,687	2,409,076	87.6
Livingston	4,594,572	4,115,877	89.6
Madison	1,527,078	1,351,574	88.5
Morehouse	2,978,357	2,778,206	93.3
Natchitoches	3,779,337	3,494,373	92.5
Orleans	46,671,372	34,632,247	74.2
Ouachita	8,541,118	6,840,427	80.1
Plaquemines	1,929,769	1,788,949	92.7
Pointe Coupee	2,344,054	2,042,619	87.1
Rapides	10,941,733	10,009,443	91.5
Red River	928,719	807,718	87.0
Richland	2,885,207	2,310,693	80.1
Sabine	2,187,874	1,798,176	82.2
St. Bernard	5,887,430	4,814,454	81.8

(Continued)

PROPORTION OF EXPENDITURES FOR SALARIES OF LOUISIANA CLASSROOM TEACHERS PAID BY STATE, 1973-74

SCHOOL SYSTEM	EXPENDITURE FOR TEACHERS' SALARIES*	STATE APPROPRIATION FOR SALARIES	% STATE IS OF TOTAL
St. Charles	$ 3,839,995	$ 3,005,283	78.3%
St. Helena	1,075,184	966,569	89.9
St. James	2,595,938	2,095,638	80.7
St. John the Baptist	2,976,569	2,197,822	73.8
St. Landry	9,846,051	8,184,038	83.1
St. Martin	3,952,960	3,242,328	82.0
St. Mary	6,018,095	5,098,399	84.7
St. Tammany	7,550,411	6,250,231	82.8
Tangipahoa	6,879,836	5,797,155	84.3
Tensas	1,200,647	933,176	77.7
Terrebonne	8,511,351	7,399,438	86.9
Union	1,707,290	1,624,323	95.1
Vermilion	4,387,616	3,570,049	81.4
Vernon	3,397,491	3,056,566	90.0
Washington	2,516,354	2,121,222	84.3
Webster	4,827,252	3,731,315	77.3
West Baton Rouge	1,788,564	1,486,330	83.1
West Carroll	1,568,000	1,311,398	83.6
West Feliciana	957,952	815,527	85.1
Winn	2,016,042	1,639,890	81.3
City of Monroe	4,432,318	3,467,453	78.2
City of Bogalusa	2,511,280	1,922,966	76.6
TOTAL **	$371,903,659	$302,241,792	81.3%

* Includes federal, state, and local funds.

** May not total due to rounding.

Source: State of Louisiana, Department of Education, Circular No. 379, February 22, 1974.

State of Louisiana, Department of Education, Annual Report, 1973-74, Part II, unpublished.

Table 10.

PROPORTION OF EXPENDITURES FOR SALARIES OF LOUISIANA CLASSROOM TEACHERS PAID BY STATE, EXCLUDING FULL TIME FEDERAL TEACHERS 1973-74

SCHOOL SYSTEM	STATE APPROPRIATION FOR TEACHERS' SALARIES	TOTAL EXPENDITURE LESS FEDERAL EXPENDITURE	PERCENT STATE IS OF TOTAL LESS FEDERAL
Acadia	$4,033,400	$4,476,335	90.1%
Allen	1,941,050	2,214,299	87.7
Ascension	3,623,273	4,395,027	82.4
Assumption	1,715,771	1,980,842	86.6
Avoyelles	3,591,914	4,076,564	88.1
Beauregard	2,489,581	2,976,710	83.6
Bienville	1,740,071	1,785,764	97.4
Bossier	6,700,533	7,674,108	87.3
Caddo	18,641,470	23,851,552	78.2
Calcasieu	13,302,786	16,631,398	80.0
Caldwell	801,656	825,979	97.1
Cameron	799,909	1,074,248	74.5
Catahoula	1,270,081	1,375,050	92.4
Claiborne	1,489,721	1,503,712	99.1
Concordia	2,120,349	2,423,150	87.5
DeSoto	2,344,107	2,465,555	95.1
East Baton Rouge	24,394,954	31,309,034	77.9
East Carroll	1,034,898	1,168,994	88.5
East Feliciana	1,395,859	1,490,259	93.7
Evangeline	2,713,987	2,814,653	96.4
Franklin	2,567,055	3,048,407	84.2
Grant	1,390,413	1,437,280	96.7
Iberia	5,267,273	5,781,804	91.1
Iberville	2,915,069	3,457,783	84.3
Jackson	1,508,113	1,754,650	85.9
Jefferson	22,340,265	27,849,034	80.2
Jefferson Davis	2,932,639	3,330,609	88.1
Lafayette	10,058,249	11,342,952	88.7
Lafourche	6,768,719	8,015,474	84.4
LaSalle	1,237,778	1,256,699	98.5
Lincoln	2,409,076	2,632,766	91.5

(Continued)

PROPORTION OF EXPENDITURES FOR SALARIES OF LOUISIANA CLASSROOM TEACHERS PAID BY STATE, EXCLUDING FULL TIME FEDERAL TEACHERS 1973-74

SCHOOL SYSTEM	STATE APPROPRIATION FOR TEACHERS' SALARIES	TOTAL EXPENDITURE LESS FEDERAL EXPENDITURE	PERCENT STATE IS OF TOTAL LESS FEDERAL
Livingston	$4,115,877	$4,475,306	92.0%
Madison	1,351,574	1,443,168	93.7
Morehouse	2,778,206	2,809,538	98.9
Natchitoches	3,494,373	3,540,812	98.7
Orleans	34,632,247	44,695,372	77.5
Ouachita	6,840,427	8,521,290	80.3
Plaquemines	1,788,949	1,848,743	96.8
Pointe Coupee	2,042,619	2,237,302	91.3
Rapides	10,009,443	10,941,733	91.5
Red River	807,718	838,310	96.4
Richland	2,310,693	2,696,947	85.7
Sabine	1,798,176	2,027,134	88.7
St. Bernard	4,814,454	5,868,874	82.0
St. Charles	3,005,283	3,738,212	80.4
St. Helena	966,569	999,881	96.7
St. James	2,095,638	2,439,725	85.9
St. John the Baptist	2,197,822	2,833,113	77.6
St. Landry	8,184,038	9,477,133	86.4
St. Martin	3,242,328	3,613,890	89.7
St. Mary	5,098,799	5,846,378	87.2
St. Tammany	6,250,231	7,381,159	84.7
Tangipahoa	5,797,155	6,503,600	89.1
Tensas	933,176	1,056,402	88.3
Terrebonne	7,399,438	8,415,277	87.9
Union	1,624,323	1,675,602	96.9
Vermilion	3,570,049	4,235,551	84.3
Vernon	3,056,566	3,290,930	92.9
Washington	2,121,222	2,516,353	84.3
Webster	3,731,315	4,583,060	81.4
West Baton Rouge	1,486,330	1,664,300	89.3
West Carroll	1,311,398	1,461,092	89.8
West Feliciana	815,527	901,876	90.4
Winn	1,639,890	1,922,702	85.3
City of Monroe	3,467,453	4,200,046	82.6
City of Bogalusa	1,922,966	2,378,836	80.8
STATE	$302,241,791	$359,500,338	84.1%

(Continued)

PROPORTION OF EXPENDITURES FOR SALARIES OF LOUISIANA CLASSROOM TEACHERS PAID BY STATE, EXCLUDING FULL TIME FEDERAL TEACHERS
1973-74

Source: State of Louisiana, Department of Education, Circular No. 379, February 22, 1974.

State of Louisiana, Department of Education, Annual Report, 1973-74, Part II, unpublished.

For the state as a whole, this proportion was 84.1%. Local system percentages varied from 77.5% in Orleans to 99.1% in Claiborne.

Factors Affecting Teachers' Salaries

The differences in the amount paid teachers in Louisiana are determined by four factors: (1) experience; (2) college training; (3) the local system employing the teacher and (4) the amount of time worked by certain teachers.

1. EXPERIENCE

Experience is one of the factors built into the state minimum salary schedule for teachers. Teachers receive automatic salary increases for each additional year of experience, up to a maximum number of years. Hence, if teachers as a group become more experienced, the average salary increases without changing the salary schedule. Conversely, if older teachers retire and are replaced by less experienced teachers, the average salary for all teachers decreases.

Table 11 shows the years of experience of Louisiana's teachers and principals during a ten-year period, 1963-64 through 1973-74. (Principals generally are more experienced than classroom teachers, but it was not possible to extract principals from the tabulations.) There was a larger proportion of teachers and principals beginning their career through two years of experience in 1973-74 than in 1963-64--16.8 percent compared to 13.4 percent. (Teachers are on probation, i.e., do not attain tenure, until they have completed three years of teaching.) The proportion of teachers and principals with three to seven years of experience grew from 23.1 percent in 1963-64 to 27.3 percent in 1973-74, while the proportion with eight to twelve years' experience remained about the same during this period. The proportion with 13 or more years of experience dropped--from 44.6 percent in 1963-64 to 37.4 percent in 1973-74. The maximum the state will pay for experience is 12 years, and then only to teachers with training above a master's degree.

Table 11.

YEARS OF EXPERIENCE OF LOUISIANA TEACHERS AND PRINCIPALS*
(1963-64 through 1973-74)

SCHOOL YEAR	TOTAL NO. TEACHERS	% 0-2 YEARS	% 3-7 YEARS	% 8-12 YEARS	% 13 AND MORE YEARS
1963-64	31,101.3	13.4%	23.1%	18.8%	44.6%
1964-65	32,675.5	14.3	22.9	19.0	43.9
1965-66	34,021.6	15.9	22.3	17.8	44.0
1966-67	35,860.3	17.0	23.5	17.5	42.1
1967-68	37,791.5	17.5	23.8	17.5	41.1
1968-69	40,035.8	18.8	24.3	17.0	39.9
1969-70	39,927.4	19.3	24.3	17.0	39.4
1970-71	40,348.4	19.4	24.6	17.2	38.7
1971-72	41,302.7	19.0	25.3	17.4	38.4
1972-73	41,440.8	17.2	26.4	18.3	38.2
1973-74	42,234.7	16.8	27.3	18.6	37.4

* May not total 100 percent due to rounding.

Source: State Department of Education of Louisiana, Annual Reports.

Table 12 shows experience of classroom teachers, by school system, for 1973-74. West Feliciana had the smallest proportion of its teachers with zero to two years of experience (4.8 percent) while Plaquemines had the largest (26.5 percent). The state average shows 17.4 percent of classroom teachers had zero to two years of experience in 1973-74. For the more experienced teachers (13 or more years), St. Martin had the smallest percentage (20.6 percent) and West Feliciana the largest (61.2 percent). The state as a whole had over a third (35.5 percent) of its teachers with 13 or more years of teaching. There were 19 school systems with 40 percent or more of their teachers who had taught for 13 or more years: Claiborne, DeSoto, Franklin, Iberville, Jackson, Jefferson Davis, Lincoln, Morehouse, Natchitoches, Pointe Coupee, Rapides, Red River, Richland, St. Helena, St. Landry, Washington, West Feliciana, City of Monroe and Bogalusa. All are predominately rural systems except Monroe and Rapides.

2. DEGREES

College training or degrees is the second factor in the state minimum salary schedule. As teachers climb academically, so does their salary. Table 13 shows that composition of teachers insofar as degrees held varies among systems. There were four systems (Concordia, Lincoln, Webster and Winn) which employed no teachers without degrees in 1973-74. Vernon had the highest proportion of nondegree teachers--13.6 percent. Only 1.8 percent of teachers throughout the state had not earned a degree.

The proportion of teachers holding only a bachelor's degree ranged from a low of 44.1 percent in the City of Bogalusa to a high of 85.3 percent in Madison. The state average was over two-thirds (67.6 percent) of the teachers with no degree beyond a bacheror's.

Plaquemines had the smallest percentage of teachers with advanced degrees (10.2 percent) and the City of Bogalusa had the largest proportion (55.1 percent). Almost a third (30.5 percent) of teachers

Table 12.

YEARS OF EXPERIENCE OF LOUISIANA CLASSROOM TEACHERS*, BY SCHOOL SYSTEM

1973-74

SCHOOL SYSTEM	Total No. Teachers	Percent 0-2 Yrs.	Percent 3-7 Yrs.	Percent 8-12 Yrs.	Percent 13 or More Yrs.
Acadia	549	14.8%	37.2 %	15.8 %	32.2%
Allen	258.5	14.1	33.5	18.0	34.4
Ascension	493	18.7	32.4	22.1	26.8
Assumption	245	16.3	35.1	18.4	30.2
Avoyelles	477	17.6	34.6	14.3	33.5
Beauregard	328	22.9	24.1	20.1	32.9
Bienville	229	20.1	24.4	15.7	39.7
Bossier	865	14.2	31.2	20.4	34.2
Caddo	2592	10.5	28.0	21.6	39.8
Calcasieu	1843.4	12.8	31.7	21.3	34.3
Caldwell	118	17.8	29.7	20.3	32.2
Cameron	118	17.8	35.6	16.9	29.7
Catahoula	184	13.6	33.7	16.8	35.9
Claiborne	210	12.4	25.2	14.8	47.6
Concordia	276	17.4	21.0	23.9	37.7
De Soto	303	11.9	23.4	14.2	50.5
East Baton Rouge	3165	13.1	28.0	19.6	39.2
East Carroll	153	15.0	30.1	17.0	37.9
East Feliciana	192	16.7	28.6	21.4	33.3
Evangeline	394	24.1	26.9	10.9	38.1
Franklin	343	8.4	26.2	16.3	49.0
Grant	182	11.5	27.5	22.5	38.5
Iberia	738	21.5	28.6	16.9	32.9
Iberville	398	11.3	27.4	20.4	40.9
Jackson	190	9.5	21.6	21.6	47.4
Jefferson	2937	26.2	31.6	18.0	24.1
Jefferson Davis	387	18.4	21.4	19.4	40.8
Lafayette	1387.8	22.7	28.6	20.3	28.4
Lafourche	898	15.2	30.4	18.2	36.2
La Salle	161	22.4	24.8	18.6	34.2
Lincoln	309	18.4	20.7	14.6	46.3
Livingston	541	13.9	32.0	21.3	32.9

(Continued)

Table 12, page 2

YEARS OF EXPERIENCE OF LOUISIANA CLASSROOM TEACHERS*, BY SCHOOL SYSTEM

SCHOOL SYSTEM	Total No. Teachers	Percent 0-2 Yrs.	Percent 3-7 Yrs.	Percent 8-12 Yrs.	Percent 13 or More Yrs.
Madison	177	14.7	29.9	17.5	37.8
Morehouse	371	11.6	25.1	18.9	44.5
Natchitoches	463	13.4	23.1	18.1	45.4
Orleans	4753	18.0	24.2	19.6	38.2
Ouachita	860	18.6	27.3	19.6	34.4
Plaquemines	264	26.5	35.2	14.0	24.2
Pointe Coupee	264	15.9	22.7	20.1	41.3
Rapides	1255	12.8	26.8	20.3	40.0
Red River	112	22.3	25.0	11.6	41.1
Richland	306	17.6	22.2	18.3	41.8
Sabine	245	25.7	24.9	15.5	33.9
St. Bernard	637	27.3	30.3	16.3	26.1
St. Charles	416	25.0	33.2	19.0	22.8
St. Helena	128	9.4	24.2	18.0	48.4
St. James	282.5	18.8	28.3	19.8	33.1
St. John the Baptist	334	16.5	38.3	17.1	28.1
St. Landry	1118	12.2	24.2	19.8	43.7
St. Martin	480	30.0	33.3	16.0	20.6
St. Mary	739	28.3	28.3	17.6	25.8
St. Tammany	852	18.4	33.9	19.2	28.4
Tangipahoa	767	26.1	23.1	15.1	35.7
Tensas	143	21.0	31.5	18.9	28.7
Terrebonne	981	15.3	34.4	19.7	30.6
Union	216	19.9	27.8	18.1	34.3
Vermilion	488	23.0	21.9	16.8	38.3
Vernon	412	20.2	33.2	16.3	30.3
Washington	285	16.5	26.3	12.3	44.9
Webster	514	14.8	27.0	20.4	37.7
West Baton Rouge	201	16.9	23.4	22.4	37.3
West Carroll	176	11.4	33.5	18.8	36.4
West Feliciana	103	4.8	12.6	21.4	61.2
Winn	217	20.5	28.1	15.9	35.5
City of Monroe	461.5	14.8	23.0	19.3	42.9
City of Bogalusa	247	9.3	21.0	15.8	53.8
STATE	40,732.7	17.4	28.2	18.9	35.5

*Excludes Principals.

Source: State Department of Education of Louisiana, Annual Report for 1973-74 Part II, unpublished.

Table 13.

DEGREES HELD BY LOUISIANA CLASSROOM TEACHERS* 1973-74

Local School System	Total No. Teachers	Percent Non Degree	Percent Bachelor's	Percent Masters & Above
Acadia	549	1.3%	72.5%	26.2%
Allen	258.5	3.1	66.7	30.2
Ascension	493	1.2	68.0	30.8
Assumption	245	5.3	68.6	26.1
Avoyelles	477	5.6	76.9	17.4
Beauregard	328	2.4	73.2	24.4
Bienville	229	0.9	65.1	34.1
Bossier	865	1.5	65.4	33.1
Caddo	2592	2.1	58.4	39.5
Calcasieu	1843.4	0.6	65.4	34.0
Caldwell	118	0.9	77.1	22.0
Cameron	118	1.7	67.0	31.4
Catahoula	184	5.4	77.2	17.4
Claiborne	210	5.7	65.7	28.6
Concordia	276	0	68.5	31.5
De Soto	303	0.7	64.7	34.6
East Baton Rouge	3165	0.6	54.3	45.1
East Carroll	153	3.3	73.9	22.9
East Feliciana	192	1.6	68.8	29.7
Evangeline	394	6.1	70.6	23.4
Franklin	343	1.8	64.1	34.1
Grant	182	1.6	73.1	25.3
Iberia	738	6.1	72.6	21.3
Iberville	398	1.3	61.3	37.4
Jackson	190	1.0	56.3	42.6
Jefferson	2937	1.3	77.2	21.5
Jefferson Davis	387	1.6	68.0	30.5
Lafayette	1387.8	1.8	68.0	30.2
Lafourche	898	2.3	68.6	29.0
La Salle	161	0.6	76.4	23.0
Lincoln	309	0	47.9	52.1
Livingston	541	0.2	64.5	35.3
Madison	177	0.6	85.3	14.1
Morehouse	371	0.5	72.5	27.0

(Continued)

DEGREES HELD BY LOUISIANA CLASSROOM TEACHERS* 1973-74

Local School System	Total No. Teachers	Percent Non Degree	Percent Bachelor's	Percent Masters & Above
Natchitoches	463	0.6%	58.1%	41.2%
Orleans	4753	2.0	73.0	25.0
Ouachita	860	0.5	61.0	38.5
Plaquemines	264	9.5	80.3	10.2
Pointe Coupee	264	0.4	69.7	29.9
Rapides	1255	0.2	69.5	30.3
Red River	112	1.8	75.9	22.3
Richland	306	0.3	65.4	34.3
Sabine	245	2.9	69.4	27.8
St. Bernard	637	0.9	69.4	29.7
St. Charles	416	2.2	76.7	21.2
St. Helena	128	1.6	74.2	24.2
St. James	282.5	2.8	68.5	28.7
St. John the Baptist	334	0.3	73.6	26.0
St. Landry	1118	3.6	64.0	32.4
St. Martin	480	2.9	78.8	18.3
St. Mary	739	5.6	74.2	20.3
St. Tammany	852	0.2	73.7	26.1
Tangipahoa	767	1.2	63.8	35.1
Tensas	143	4.2	76.9	18.9
Terrebonne	981	0.8	76.8	22.4
Union	216	0.5	70.4	29.2
Vermilion	488	1.6	73.4	25.0
Vernon	412	13.6	59.5	26.9
Washington	285	1.0	69.8	29.1
Webster	514	0	66.9	33.1
West Baton Rouge	201	1.5	62.2	36.3
West Carroll	176	0.6	69.3	30.1
West Feliciana	103	1.0	56.3	42.7
Winn	217	0	60.4	39.6
City of Monroe	461.5	0.4	50.2	49.4
City of Bogalusa	247	0.8	44.1	55.1
STATE	40,732.7	1.8	67.6	30.5

*Excludes principals.

Source: State Department of Education of Louisiana, Annual Report for 1973-74 Part II, unpublished.

throughout the state had a master's degree or higher training. Even so, only seven systems had 40 percent or more of their teachers with graduate degrees: East Baton Rouge, Jackson, Lincoln, Natchitoches, West Feliciana, City of Monroe and City of Bogalusa. An institution of higher education with a graduate school was accessible to teachers in several of these systems: LSU and Southern in East Baton Rouge, Northwestern in Natchitoches, Louisiana Tech and Grambling (recently) in Lincoln, and Northeast in Monroe.

3. LOCAL SALARY SUPPLEMENTS

Louisiana's state salary schedule for teachers is a schedule of minimum salaries which must be paid public school teachers with varying years of college training and teaching service. The salaries are pegged to nine months' or 180 days of work.

Louisiana law specifically provides that parish and city school boards may pay any or all of their teachers above the state schedule. An increasing number of local systems do augment the state schedule for all teachers.

The committee staff queried all local school systems to find out their current local salary supplements.

At present, only seven systems (Bienville, Caldwell, Claiborne, Grant, LaSalle, St. Helena and Union) do not supplement the state minimum pay scale.

The remaining 59 local school systems provide supplements for all teachers; the manner in which they do so falls into three basic patterns. (See Table 14.)

1. Forty-eight systems pay a flat dollar amount above the state minimum (some with variations) to all teachers.
2. Eight systems have established their own schedules based on differing philosophies or approaches.

Table 14.

LOCAL SUPPLEMENTS TO LOUISIANA STATE SALARY SCHEDULE

SCHOOL SYSTEM	DO NOT PAY ABOVE STATE SCHEDULE	PAY FLAT AMOUNT ABOVE STATE SCHEDULE	PAY SUPPLEMENT BY DIFFERENT SCHEDULE	PAY SUPPLEMENTS DETERMINED ANNUALLY	PAY LONGEVITY BEYOND STATE SCHEDULE
Acadia			X		X
Allen		X[a,c]			
Ascension		X[d]			X
Assumption		X			
Avoyelles		X[c]			
Beauregard		X			
Bienville	X				
Bossier		X			
Caddo			X[g]		X
Calcasieu		X[b,c]			
Caldwell	X				
Cameron		X[a,c]			
Catahoula		X		X	
Claiborne	X				
Concordia		X			
DeSoto		X			
East Baton Rouge		X[b]			X
East Carroll		X[c]			
East Feliciana		X[c,g]			
Evangeline		X		X	
Franklin		X[c]		X[i]	
Grant	X				
Iberia		X		X	
Iberville			X		X
Jackson				X[i]	
Jefferson			X		X
Jefferson Davis		X			X
Lafayette		X			
Lafourche		X			
LaSalle	X				
Lincoln		X		X	
Livingston		X[a,c]			
Madison		X[c]		X	
Morehouse		X[f]		X	
Natchitoches				X[j]	
Orleans			X		X
Ouachita		X		X	
Plaquemines		X			
Pointe Coupee		X			
Rapides		X			
Red River				X[j]	
Richland		X[c]			
Sabine		X		X	
St. Bernard		X[a,c,k]			
St. Charles			X[h]		
St. Helena	X				
St. James		X			
St. John the Baptist			X		

(Continued)

Table 14, page 2

LOCAL SUPPLEMENTS TO LOUISIANA STATE SALARY SCHEDULE

SCHOOL SYSTEM	DO NOT PAY ABOVE STATE SCHEDULE	PAY FLAT AMOUNT ABOVE STATE SCHEDULE	PAY SUPPLEMENT BY DIFFERENT SCHEDULE	PAY SUPPLEMENTS DETERMINED ANNUALLY	PAY LONGEVITY BEYOND STATE SCHEDULE
St. Landry		X[e]			
St. Martin		X[a]			
St. Mary		X[b,e]			
St. Tammany		X[a,e]			
Tangipahoa		X			
Tensas		X			
Terrebonne			X		
Union	X				
Vermilion		X			
Vernon		X		X	
Washington		X[c,d]			
Webster		X[c]		X	
West Baton Rouge		X[b]			
West Carroll		X[c]			
West Feliciana				X[i,j]	
Winn		X[a,c,g]			
City of Monroe		X		X[i]	
City of Bogalusa		X			

a - Lower for nondegree teachers.
b - Higher for nondegree teachers.
c - Higher for teachers with a few years' experience.
d - Higher for teachers with most years' experience.
e - Lower for teachers with bachelor's degree.
f - Only beginning teachers receive a flat amount supplement, but all teachers receive a percentage supplement which was 14.25 percent in 1973-74.
g - No supplements for specialists in education.
h - In addition to scheduled supplement, a percentage supplement was granted in 1974-75.
i - Sales tax revenues determine supplement.
j - 1974-75 is first year in which supplement is granted.
k - Applies only to teachers employed in 1974-75 and thereafter.

Source: Louisiana State Department of Education, supplemented by committee staff questionnaire.

3. Three systems (Jackson, Red River and West Feliciana) have no local schedule or predetermined pay plan. They distribute whatever is collected from their local sales tax, either as a flat amount or an across-the-board percentage increase. However, two of these systems (Red River and West Feliciana) began supplementing salaries for the first time this year and might devise a local schedule or plan in the future. (Natchitoches also began paying a local salary supplement this year, but determined it will pay a flat amount of $150 per teacher plus 2.4 percent of base pay.)

In addition to these supplements, eight systems extend the number of years of experience for which teachers will be paid beyond those years stipulated in the state schedule through a longevity scale.

Flat Amount Supplement

The most common method employed by Louisiana's local school systems to supplement the state minimum salary schedule is to pay a flat amount above scale to teachers at all experience and educational levels. Among the 48 systems using this method, the flat amount supplements range from $106 a year in Plaquemines to $1,500 per year in the City of Bogalusa, Cameron, and Madison. (See Table 15.)

Sixteen of these 48 systems depart from a basic flat amount supplement to allow larger pay increments for beginning or less experienced teachers--generally the probationary teacher with three or fewer years of experience. Three systems (Ascension, St. Landry and Washington) pay larger supplements to the most experienced teachers. One parish (St. Mary) pays a smaller annual increment to bachelor degree teachers than to others.

St. Bernard is shown as paying a flat amount supplement of $1,200, but deviates from this by paying beginning teachers $1,135 and nondegree teachers $700. However, this schedule applies only to those teachers employed in 1974-75 and thereafter (approximately 40). For all other

Table 15.

LOUISIANA SYSTEMS PAYING FLAT AMOUNT ABOVE STATE SCHEDULE

SYSTEM	AMOUNT	SYSTEM	AMOUNT
Allen	$1,055[a,c]	Natchitoches	$ 150[h]
Ascension	1,477[d]	Ouachita*	850
Assumption	1,000	Plaquemines	106
Avoyelles	822[c]	Pointe Coupee	844
Beauregard	1,100	Rapides	1,000
Bossier	1,055	Richland	500[c]
Calcasieu	1,466[b,c]	Sabine	1,200
Cameron	1,500[a,c]	St. Bernard	1,200[a,c,i]
Catahoula	800	St. James	1,466
Concordia	1,200	St. Landry	844[c]
DeSoto	300	St. Martin	900[a]
East Baton Rouge	1,424[b]	St. Mary	600[b,e]
East Carroll*	738[c]	St. Tammany*	1,050[a,c]
East Feliciana	369[c,g]	Tangipahoa*	1,100
Evangeline	665	Tensas	800
Franklin*	700[c]	Vermilion	1,160
Iberia	766	Vernon*	900
Jefferson Davis	800[a]	Washington	750[c,d]
Lafayette	897[f]	Webster*	580[c]
Lafourche	1,200	West Baton Rouge	994[b]
Lincoln	700	West Carroll	1,000[c]
Livingston	528[a,c]	Winn	800[a,c,g]
Madison*	1,500[c]	City of Monroe*	1,300
Morehouse	100[f]	City of Bogalusa	1,500

* Plan additional payment at end of year, depending upon sales tax surplus.

a - Lower for nondegree teachers.
b - Higher for nondegree teachers.
c - Higher for teachers with a few years' experience.
d - Higher for teachers with most years' experience.
e - Lower for teachers with bachelor's.
f - $100 only for beginning teachers, but sales tax distributed to all teachers which was 14.25% in 1973-74.
g - No supplement for specialist in education.
h - Plus 2.4 percent of base salary.
i - Applies only to teachers employed in 1974-75 and thereafter.

Source: Louisiana State Department of Education, supplemented by committee staff questionnaire.

teachers employed prior to 1974-75, St. Bernard uses another schedule: supplements range from $1,135 to $1,550 for bachelor's degree teachers; $1,242 to $2,030 for master's degree teachers; $1,400 to $1,640 for master's plus 30 teachers; $1,279 to $1,544 for specialists; and $1,157 to $1,447 for doctorate teachers. The amount of these supplements generally increases with experience.

Although these 48 systems do have a local pay schedule, many deviate from it by providing additional compensation. These extra payments depend upon sales tax receipts, and are distributed at various times during or at the end of the year as surplus from the sales tax becomes known. In some systems, the sales tax is dedicated to teachers' salaries, and all collections must be distributed for that purpose within the year.

Locally Devised Schedules

Eight systems (Acadia, Caddo, Iberville, Jefferson, Orleans, St. Charles, St. John and Terrebonne) have devised their own schedules for paying teachers extra compensation above state scale. Table 16 summarizes the maximum and minimum supplements for degree teachers in these eight systems. The range for beginning bachelor's degree teachers varies from $600 in Terrebonne to $1,813 in Iberville.

Jefferson and Orleans use a similar approach for their schedules. They have established the salary level for a beginning bachelor teacher and, beyond that, all teachers receive the same annual increments for each year of experience. Teachers gaining higher degrees also receive the same flat amount increment, with the exception of those with a specialist or doctorate degree. In Jefferson, half the basic increment is awarded to the specialist and doctorate teacher with no experience. In Orleans, the beginning specialist receives a half increment but the doctorate level teacher receives a full increment.

Five systems provide generally larger experience increments for teachers with more years of experience and educational attainment. One

Table 16.

MINIMUM/MAXIMUM FOR LOUISIANA SYSTEMS WITH SCHEDULED LOCAL SUPPLEMENT

SCHOOL SYSTEM	BACHELOR	MASTER	MASTER + 30 HOURS	SPECIALIST IN EDUCATION	PH. D. OR ED. D.
Acadia	$ 855-1,265	$ 855-1,271	$ 855-1,271	$ 865-1,280	$ 879-1,292
Caddo[a]	1,055-1,477	950-1,372	1,003-1,477	---	949-1,372
Iberville	1,813-1,984	1,829-2,054	1,829-2,108	---	1,884-2,147
Jefferson	860-1,929	949-1,590	1,161-1,655	1,005-1,498	830-1,028
Orleans	1,055-2,216	1,161-1,900	1,477-1,899	1,318-1,740	1,055-1,267
St. Charles	1,610-1,760	1,625-1,790	1,640-1,820	---	1,655-1,835
St. John	1,055-1,266	1,055-1,530	1,055-1,794	---	---
Terrebonne	600- 900	600- 950	600-1,200	600-1,200	600-1,200

a - Plus cost of living increase on local supplement planned.

Source: Louisiana State Department of Education, supplemented by committee staff questionnaires.

of these (St. Charles) increases local supplements by a nominal amount for each added year of experience and higher educational level. The other four systems (Acadia, Iberville, St. John and Terrebonne) structure their local supplements so that teachers receive constant annual raises, but larger ones at certain phases of their careers as they gain experience and additional training.

The Caddo salary structure follows still another pattern. Within each category of educational attainment, annual experience increments attain a peak, and then the rate of increase may decline. For example, the largest experience increment for bachelor's and master's teachers is awarded after three years of teaching and smaller raises are given in successive years. Those with a master's plus 30 hours receive their largest raises during their eleventh and twelfth years of teaching.

Longevity Pay

Under the state teacher pay schedule, the maximum experience increment for bachelor teachers is ten years; for master's, eleven years; and for higher levels, twelve years.

Eight systems provide nominal increments beyond the state scale. The Caddo schedule pays bachelor teachers through their twelfth year of teaching and higher degree teachers, through their fourteenth year.

Acadia pays an additional $400 a year to teachers with 25 or more years of experience, but the last five years must have been in the parish system. Bachelor degree teachers receive a one-time increment of $109.50 after 12 years of experience, while master degree teachers receive an additional $54.25 for each year of experience after 15 years of teaching.

In Orleans, regular teachers are paid an additional $200 per year after 20 years of service in that system.

Jefferson provides longevity pay of $1 a month for each year of experience in the parish beyond the maximum salary schedule.

Jefferson Davis pays teachers a $50 increment if they have 25-29 years of experience, and another $50 after 30 years.

Ascension, East Baton Rouge and Iberville pay $105-$107 at five-year intervals beyond the scheduled maximum. Ascension's longevity pay continues until 40 years of service. In East Baton Rouge and Iberville, bachelor's teachers receive increments through 49 or 50 years of experience and other degree teachers, through 45 or 46 years.

Supplements for Nondegree Teachers

The state schedule provides a minimum salary for teachers without a college degree--those with two or three years of college, but not those with less than two years of college.

The number of nondegree teachers is decreasing yearly. However, in 1973-74, all but four systems (Concordia, Lincoln, Webster, and Winn) had teachers without degrees on their payroll. In practice, if a system employs more teachers than the number for which the state will pay salaries through the minimum foundation formula, then the entire salary which a local board must pay for "overstaffed" teachers begins first with those at the lowest salary level--usually the nondegree teacher.

Some systems do not pay local salary supplements to nondegree teachers, even though they employ them. Livingston, Richland, and Winn do not pay local supplements to any nondegree teacher; Allen, Jefferson and Beauregard pay local supplements to teachers with three years of college but not to those with two years; and Cameron does not pay supplements to nondegree teachers except those with three years of college and ten or more years of experience.

Comment on Local Supplements

School systems that pay the best salaries can screen and hire the best qualified teachers. This is particularly important today when there are more teacher applicants than positions to be filled in most areas. Hence, local supplements are a way for a school system to improve the quality of its teaching staff.

In addition, local supplements can be a means for strengthening incentives for teachers to continue in their profession and increase their educational level, if the local pay schedule is properly structured for teachers past the beginning level. While most local systems do supplement the state scale, their predominate method--a flat amount to all teachers--brings maximum and minimum salaries proportionately closer together, thereby weakening local salary incentives for professional growth.

Many systems base the amount of their local supplement on whatever their sales tax yields--a few in lieu of a salary schedule and others on top of a salary schedule. This method makes it difficult to determine how much systems are paying their teachers and also leaves teachers uncertain as to what their yearly salary will be. It also means that salary levels are set by the yield of a tax, and not local conditions such as differences in the cost of living from one area to another.

All systems report to the Louisiana State Department of Education in early fall as to the amount they pay teachers above state scale. Since reporting this year, 17 systems have revised their local schedules upward, and eight other systems plan to do so later in the year. The recently approved increase in the state teacher salary levels (Act 52 of the 1975 Extraordinary Session) prompted some systems to grant similar increases in their local supplements. In addition, three systems (Natchitoches, Red River and West Feliciana) began paying a local supplement to teachers for the first time this year.

A few systems which make bonus payments have failed to report to the State Department of Education the amount they pay teachers above state scale. However, such information is important, particularly when the adequacy of the state minimum salary schedule is being considered.

LOCAL SALES TAXES FOR SCHOOLS

The ability of local school boards to supplement teachers' salaries above the amount financed by the state through its minimum salary schedule was greatly enhanced by Act 29 of the 1964 Special Session

(R.S. 33:2737). This act authorized all school boards to levy up to a one percent local sales tax, subject to voter approval, with proceeds to be used only to pay salaries and other operating expenses. Moreover, the act stipulated that sales tax proceeds derived under its authority may not be considered as a support factor in distribution of state funds through the state equalization forumla or any other state distribution by the State Board or Department of Education.

Prior to the granting of this 1964 general authority to local school boards, two systems (Concordia and West Feliciana) received special authorization to levy a one percent sales tax, subject to voter approval, with no restrictions on use of funds (R.S. 33:2735.1-2735.4 and R.S. 33:2736).

Since 1964, six more school boards (Bienville, East Feliciana, Jefferson, Livingston, St. Bernard and St. Mary) were authorized to levy additional sales taxes up to one percent, with voter approval, and with various provisions as to use of the proceeds.

In addition to sales taxes imposed by school boards, four systems (Jefferson, Rapides, St. Mary and Terrebonne) share in proceeds of sales taxes levied by parish governing authorities.

Currently, 58 of the 66 school systems derive proceeds from a local sales tax. A two percent tax is effective in two systems; a one percent tax in 50 systems; a 3/4% tax in one system; a 1/2% tax in three systems; 1/3 of one percent tax in one system; and 30 percent of one percent in one system. The Bienville tax is not levied parishwide. A parishwide tax in Washington Parish is split between the parish school board (45 percent) and the City of Bogalusa system (55 percent). (See Table 17.)

In fiscal 1973-74, school boards received $101.8 million from local sales taxes. A few systems did not levy the tax for the full year and since that time, four systems have either imposed a tax for the first time or increased their rates. (See Table 17.)

Table 17.

LOUISIANA SCHOOL BOARD SALES TAXES

SCHOOL SYSTEM	1973-74 YEAR		JANUARY 1975
	TAX RATE	AMOUNT COLLECTED	TAX RATE
Acadia	1%	$1,140,965	1%
Allen	1	539,660	1
Ascension	1	1,712,678	1
Assumption	1	397,847	1
Avoyelles	1	733,087	1
Beauregard	1	643,712	1
Bienville[a]	1	12,038	1
Bossier	1	1,561,473	1
Caddo	1	7,715,202	1
Calcasieu	1	5,574,184	1
Caldwell	---	---	---
Cameron	---	---	---
Catahoula	1	286,870	1
Claiborne	---	---	---
Concordia	1	528,356	1
DeSoto	1	373,257	1
East Baton Rouge	1	11,496,868	1
East Carroll	1	271,628	1
East Feliciana	1	232,410	2[b]
Evangeline	1	580,552	1
Franklin	1	461,232	1
Grant	---	---	---
Iberia	3/4	1,279,706	3/4
Iberville	1	1,416,313	1
Jackson	1	407,452	1
Jefferson[c]	1	14,173,654	1
Jefferson Davis	1	836,444	1
Lafayette	1	4,255,917	1
Lafourche	1	2,001,877	1
LaSalle	---	---	---
Lincoln	1/2	424,015	1[d]
Livingston	1	752,197	1
Madison[e]	1	296,400	1
Morehouse	1	698,882	1
Natchitoches[f]	1	576,224	1
Orleans	1	17,408,989	1
Ouachita	1/2	1,337,953	1/2
Plaquemines	---	---	---
Pointe Coupee	1	371,889	1
Rapides[g]	1/2	1,899,250	1/2
Red River	---	---	1[h]
Richland	1	484,372	1
Sabine	1	474,539	1
St. Bernard	1	1,442,863	1
St. Charles	1	1,851,568	1
St. Helena	---	---	---
St. James	1	709,040	1
St. John the Baptist	1	728,276	1

(Continued)

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LOUISIANA SCHOOL BOARD SALES TAXES

SCHOOL SYSTEM	1973-74 YEAR TAX RATE	1973-74 YEAR AMOUNT COLLECTED	JANUARY 1975 TAX RATE
St. Landry	1%	$1,719,156	1%
St. Martin	1	670,394	1
St. Mary[g]	30% of 1	722,064	30% of 1
St. Tammany	1	1,831,447	1
Tangipahoa	1	1,654,483	1
Tensas	1	189,300	1
Terrebonne[g]	1/3 of 1	1,063,892	1/3 of 1
Union	---	---	---
Vermilion	1	1,388,146	1
Vernon	1	571,893	1
Washington[i]	1	414,784	1
Webster	1	1,082,306	1
West Baton Rouge	1	341,358	1
West Carroll	1	283,176	1
West Feliciana	1	208,501	2[j]
Winn	1	363,026	1
City of Monroe	1/2	746,032	1/2
City of Bogalusa[i]	1	502,727	1
TOTAL		$101,842,524	

a - Effective in District 1, not parishwide. Levied April 1, 1974.

b - Rate increased to two percent, effective January 1, 1975.

c - Jefferson School Board levies its own sales tax (1/2 percent) and also shares in sales tax imposed by Jefferson Parish Council (1/2 percent).

d - Rate increased to one percent, effective January 1, 1975.

e - Effective March 1, 1973.

f - Effective August 1, 1973.

g - Rapides, St. Mary and Terrebonne share in sales tax levied by their respective police juries.

h - Effective September 1, 1974.

i - A one percent parishwide school sales tax is shared by the Washington Parish School Board (45 percent) and the City of Bogalusa School Board (55 percent).

j - Rate increased to two percent, effective January 1, 1975.

Source: 1973-74 data from State Department of Education of Louisiana, Annual Report for 1973-74, Part II, unpublished. Current rates from Louisiana Department of Public Safety, Motor Vehicle Division.

There are eight school systems that do not levy or receive proceeds from a local sales tax: Caldwell, Cameron, Claiborne, Grant, LaSalle, Plaquemines, St. Helena and Union. Five of these do not pay teachers above the state minimum. The two systems that do provide local supplements and do not have a sales tax are Cameron and Plaquemines; both receive substantial amounts from mineral resources of the parish, however.

Bienville is the only school system that receives sales tax money and does not supplement teachers' salaries. However, as already noted, the Bienville tax is levied in one district only, not parishwide, and is imposed under a special act (No. 676 of 1970) which allows this sales tax to be used for capital purposes and to be bonded.

The 1974 State Constitution (Article VI, Section 29) provides that total sales taxes imposed by local governments, including school boards, within a governmental subdivision cannot exceed three percent, unless the legislature grants authority for additional sales taxes which must also be approved by the local electorate.

4. EXTENDED EMPLOYMENT

State and local salary schedules for regular classroom teachers are based on a nine month school year and a teaching day of at least five hours, exclusive of lunch or other recess periods. In all local systems some teachers receive above scale yearly salaries. The salary differential for these teachers is based predominately on extended employment--a longer work year, longer work day, or both. Compensation for additional hours or days of work may be computed at regular salary schedule rates or take the form of flat amount supplements fixed by local school boards. For the most part, teachers in extended employ are athletic coaches, band directors, guidance counselors, or vocational education teachers. Federal and state funding is generally available for the extended employment increments of vocational education teachers. Other extended employ teachers receive extra reimbursement from local system funds.

In a recent survey of Louisiana local system policies regarding salaries of teachers paid above scale, 52 out of 66 superintendents responded. The results of the committee staff survey are given below.

Salaries of Athletic Coaches

Athletic coaches received above scale salaries in all reporting systems. Flat amount supplements for coaching were reported in 51 of the 52 systems. Seven of these 51 systems reported that coaches received compensation at salary schedule rates for extra days of employment during the year in addition to flat rate supplements. In one system compensation for extended employment at schedule rates was the only indicated salary supplement for coaching.

The flat amount increments reported for coaching varied from a maximum of $2,600 for head football coach at a AAAA school in Bossier to a minimum of $150 for parttime track and baseball coaches in Pointe Coupee. Table 18 summarizes reported flat amount supplements for coaches. Within local systems coaching increments may vary by school size, the rank of the coach, the grade level of students coached, the sport coached, and the number of sports coached. Sixteen systems reported supplement differentials set by school size; 26 by coach's rank; 15 by student grade level; seven by number of sports coached.

As rationale for flat amount coaching supplements, the extra duties required were cited by 17 systems; coaching responsibilities by six; the coach's extended work day by 26; his extended work year by 16.

Increased earnings through coaching are available primarily to male teachers at the junior or senior high school level with the largest increments going to senior high football coaches. Three systems reported supplements for elementary school coaches and five reported supplements for coaches of girls' athletics.

Salaries of Band Directors

Fifty of 52 systems reported above scale salaries for band directors. Flat amount supplements were made by 46 of the 50 systems. Four systems gave compensation to band directors for extra days of employment at regular schedule rates in addition to the flat amount supplement. Extra compensation at regular schedule rates was the only supplement given

Table 18.

RANGE OF FLAT AMOUNT SUPPLEMENTS FOR COACHES IN SELECTED LOUISIANA LOCAL SYSTEMS

1974-75

SCHOOL SYSTEM	Range of Flat Amount Supplements for Coaches	Coach Also Receives Extended Employment At Teacher Rate
Acadia	$1200 - $2000	
Allen	900 - 2100	
Assumption	400 - 1600	
Bienville	1055 - 2078	
Bossier	1100 - 2600	
Caddo	550 - 1500	Yes
Calcasieu	360 - 1000	
Cameron	300 - 1850	
East Feliciana	1000 - 1400	Yes
Iberia	528 - 2532	
Lafourche	500 - 1000	
Morehouse	500 - 2000	Yes
Pointe Coupee	150 - 1200	
St. Bernard	850 - 1800	
St. Charles	1000 - 1800	
St. James	500 - 1000	Yes
St. Landry	800 - 2200	
Terrebonne	1200 - 2500	
Vermilion	200 - 1100	
West Baton Rouge	1298 - 2163	
West Feliciana	500 - 2100	

band directors in three systems. One system provided band directors an hourly wage rate for time spent in drill practice. Of two systems which provided no extra duty supplement for band directors, one allowed them a flat amount travel supplement.

Reported flat amount supplements for band directors varied from a maximum of $2,100 in Vernon to a minimum of $250 for middle school band directors in St. Bernard. Table 19 summarizes reported flat amount supplements for band directors. Within local systems, band director increments may vary by size of school--reported by five systems--and student grade level--reported by six systems.

As rationale for flat amount band director supplements, 14 systems cited the required extra duties; four the added responsibilities; 12 the extended work year; 27 the extended work day of the band director. One system reported the band director's position as rationale for his supplement. Another made its supplement on the basis of the shortage of qualified teachers in that area.

Increments for band directors are available most frequently to upper grade teachers, with generally larger supplements made to the directors of high school marching bands. Five systems reported supplements for elementary school band directors.

Salaries of Guidance Counselors

Twenty-six of the 52 reporting systems stated that guidance counselors received yearly salaries above regular teacher scale. Of these systems, 23 compensated counselors for extra work days at teacher scale rates. Six systems made flat amount supplements to guidance counselors, three of them in addition to scale rate increments.

Flat amount supplements to guidance counselors varied from $320 in Caddo to ten percent of teacher base pay in Webster.

Table 19.

RANGE OF FLAT AMOUNT SUPPLEMENT FOR BAND DIRECTORS IN SELECTED LOUISIANA LOCAL SYSTEMS

1974-75

SCHOOL SYSTEM	Range of Flat Amount Supplements for Band Directors	Band Director Also Receives Extended Employment at Teacher Rate
Acadia	$ 800	
Allen	1200	
Avoyelles	1000	
Bienville	1266	
Bossier	950 - $1688	
Caddo	445 - 800	
Calcasieu	538 - 1000	
East Feliciana	600	Yes
Grant	500	
Iberia	633 - 1477	
Lafourche	500	Yes
St. Bernard	250 - 300	
St. Charles	500	
St. James	900	
St. John	400	Yes
St. Landry	300 - 600	
St. Mary	500 - 1200	
Terrebonne	1500 - 1800	
Vermilion	650 - 950	
Vernon	2100	
Webster	500	
West Baton Rouge	672 - 1081	
West Feliciana	850	

The number of extra work days for which compensation at regular scale rates was made varied from ten days--reported by seven systems--to 60 days--reported by one system. Of the systems giving scale rate compensation, 14 systems provided counselors with compensation for 30 extra work days.

SALARIES OF VOCATIONAL EDUCATION TEACHERS

Teachers in the areas of vocational agriculture, home economics, cooperative office education, distributive education, and business education may participate in extended school year programs established under the federal vocational education acts of 1963 and 1968. These acts provide funding--to be matched by the state--which may be applied to teachers' salaries, travel expenses, and the cost of supplies required for state approved vocational education programs. Local school systems administer the programs subject to State Department of Education approval and are empowered to determine the specific allocation of program funds.

Vocational Agriculture: On a statewide basis, vocational agriculture is a 12-month program. Ten of 52 systems reported that agriculture teachers receive pay for three additional months of work at the state teacher salary level. Other local systems reimburse agriculture teachers for additional work at local system rates.

Home Economics: Local systems may choose to implement ten-month programs in general home economics in one or more of their schools. Such programs must be based on local needs and are subject to State Department evaluation. Occupational training programs in vocational home economics which combine in-school training with practical work experience must be of ten months' duration.

Of 52 reporting systems, 12 stated that home economics teachers were reimbursed at state schedule rates for extended employment; ten indicated that home economics teachers received local schedule rates for extra work. Two systems reported flat amount supplements for home economics teachers of $100 and $300, respectively.

Distributive Education and Cooperative Office Education: Distributive education and cooperative office education programs combine on-the-job training for students with school-based study. These programs are not available to all students throughout the state. Of 52 reporting local systems, 21 predominately small rural systems had no distributive education programs and 11 systems, also predominately small and rural, had no cooperative office education program.

Length of annual service for distributive education and cooperative office education teachers varied among systems reporting. Distributive education teachers were employed for nine months in ten systems, ten months in nine systems, eleven months in ten systems, and twelve months in one system. Cooperative office education teachers were employed for nine months in 14 systems, ten months in ten systems, and 11 months in 16 systems. Six systems indicated that distributive education and cooperative office education teachers were reimbursed for extended employment at state rather than local schedule rates. In one system, distributive education and cooperative office education teachers received a flat amount supplement of $2881 per year.

Business Education Teachers: Three systems indicated that teachers of general business subjects participated in ten or eleven month vocational programs. Additional months work were reimbursed at state schedule rates in two of these systems.

Salaries of Other Teachers in Extended Employment

Music teachers, driver's education teachers, school librarians, debate coaches, industrial arts teachers, and master teachers were reported as receiving extended employment salary supplements by one or more systems. Eleven systems reported flat amount supplements for music teachers. These supplements varied from $235 for vocal music teachers serving more than one school in Caddo to $600 for itinerant elementary music teachers in St. Landry. In ten systems, driver's education teachers received pay supplements. In five of these systems, driver's education teachers were employed in summer programs and received pay based on number of students and number of hours of instruction. School librarians received extra pay for an extended day or year in four of the reporting systems. Two of the systems indicated flat amount supplements for librarians. Two systems reported flat amount supplements for debate coaches. In two systems, industrial arts teachers received supplements for extra work, a supplement established by the local board in one system, extended employment at teacher scale in the other. Certain teachers designated as master teachers work one additional month at state schedule rates in St. Landry.

Salary Differentials for Special Education Teachers

Special education teachers certified as teachers of exceptional children must receive salary increments equal to ten percent of their base pay in accordance with Louisiana statute R.S. 17:427. This mandated salary supplement is based not on extended employment but on the special challenges of teaching in this area and the specialized requirements for certification as a teacher of exceptional children.

Forty of 52 reporting systems stated that special education teachers received the same pay as regular classroom teachers. In most of these systems, local supplements to the state minimum scale exceed ten percent of state base pay, so that the systems are in compliance with state law. Four of the systems, however, provide no local supplement to the state minimum schedule.

Three systems reported that special education teachers were paid according to the mandated state minimum. One system paid special education teachers five percent above local system schedule rates. Special education teachers were paid ten percent above local schedule rates in five systems. Three systems reported flat amount supplements for special education teachers ranging from $300 in Winn to $1,100 in Caddo.

Comments on Extended Employment

Extended employment is the predominating justification for establishing salary differentials among classroom teachers in Louisiana's local school systems. Where state law mandates supplements to the state minimum schedule for teachers in a certain area, as is the case with special education, local systems show a tendency to absorb these supplements in the local supplement and provide equal pay for equal working hours.

Local supplements for extra work time may take the form of flat amount increments or extra compensation at state or local schedule rates. Flat amount supplements predominate for athletic coaches and band directors. Extra compensation at state or local schedule rates is the principal method for supplementing the pay of vocational teachers in federally supported programs and teachers in relatively newer areas of specialization, such as counselling.

CHAPTER IV

TEACHERS' SALARIES COMPARED WITH OTHER PROFESSIONS

It is difficult to compare teachers' salaries with other professions for a variety of reasons.

1. No two professions are directly comparable in terms of required preparation and responsibilities.

2. Teachers are usually paid for a nine months' work year, September through May, whereas salaries of other professions are geared to 12 months' work.

3. Hourly rates may determine the salaries of some professionals such as reporters employed by some newspapers. It is difficult to relate teacher salaries to hours worked since a school day may vary from five to seven hours in length. Supervision of extra-curricular student activities, attendance at professional meetings, preparation for class activities, and evaluation of student progress are basic professional functions for a teacher, which may involve many additional work hours.

4. Many sources of salary data for governmental and private employees do not distinguish between professional and non-professional employees.

5. Supply and demand usually affect salaries paid by private industry more readily than salaries paid teachers. If there are few graduates in a particular field and demand is great, industry can react immediately and increase the salary level to employ the kinds of persons they require. On the other hand, when the job market is flooded with applicants, industry can lower its salaries and be more selective in those hired.

6. The private sector's methods of employment, rating of employees, structuring of salaries and advancement differ from methods used for teachers.

The American Management Association's Handbook on Wage and Salary Administration points out differences between the private sector and public education regarding salaries. For example, the base salaries of private industry are usually related to what the job is worth rather than the worth of the individual. This concept allows for differentiation as to job assignments and responsibilities. Industry also evaluates the performance of new employees critically during the first year of employment, and unsatisfactory performance generally results in dismissal of the employee. Satisfactory or outstanding performance usually results in promotion to increased responsibilities and higher pay.

The probationary period for teachers is usually longer than a year, and salary increases come automatically as teachers acquire experience and advanced educational training. Promotion of teachers usually means leaving the classroom for a supervisory job.

Salary structures of private industry usually combine ranks and steps within ranks, with each rank having a salary range. As an employee moves through the steps in rank, his performance is noted. Good performance may result in promotion in rank when the mid-point in the salary range is passed. This type of salary structure provides an incentive for good work, and does not place a ceiling on potential earnings. Louisiana's teacher salary structure makes no distinction as to performance, and a maximum is established. Once a teacher has reached the top of the scale, future increases come either by attaining higher degrees or through adoption of a new and higher salary schedule.

7. Private employers and the state and federal governments are the sole means of establishing salary schedules for their employees. However, salaries paid Louisiana teachers depend not only on the state schedule but on supplements paid by local systems, which vary widely.

8. The committee staff surveyed a sampling of Louisiana firms to obtain information on salaries paid to employees with a bachelor's degree or equivalent. Several problems were encountered which add to difficulties in making salary comparisons with teachers. Many firms contacted hire college graduates only at the supervisory or managerial level, thus eliminating those jobs for comparative purposes. Also, salary schedules of some Louisiana firms are fixed by company headquarters domiciled in another part of the country.

Despite the above difficulties, the committee staff compiled data on salaries paid various employees which are somewhat comparable to the teaching profession. These data include: (1) salaries paid for selected federal and state civil service positions; (2) salaries paid college graduates by business and industry as revealed in the Endicott Report; (3) salaries paid college graduates as compiled by the College Placement Council; and (4) results of a survey by the committee staff on salaries and personnel policies of Louisiana industry, banks and retail stores.

In order to compare starting salaries of various professions requiring a bachelor's degree or its equivalent with the salary of a beginning bachelor degree teacher in Louisiana, the committee staff devised a means to determine the teacher pay level, including both state scale and local supplements. The State Department of Education prepares estimates of average salaries for all teachers, including local supplements, on the basis of data supplied by local systems. The latest such data is for 1973-74 and shows that the state minimum salary of the beginning bachelor degree teacher was 77.7 percent of the average salary for all teachers paid from state funds. The salary of most teachers is for nine months, even though some teachers are paid for a longer period. The monthly rate of teachers' salaries was determined by dividing the annual salary by nine. Using this method, the estimated average salary for all teachers in Louisiana for 1974-75 was $9,450; 77.7 percent of this amount would result in an estimated annual salary for beginning bachelor degree teachers of $7,343, and a monthly salary of $816. This is an average for the state and would, of course, differ from one system to another since the amount of local salary supplements differ. Under the state minimum salary schedule for 1974-75, a beginning bachelor's degree teacher receives $6,530 for the year, or $726 a month.

Salaries for Selected Federal and State Civil Service Positions

The federal and state civil service systems have positions requiring a bachelor's degree or equivalent as an entry requirement and hence, are somewhat comparable to the teaching profession.

The GS ratings of federal civil service reflect revisions in recent years which include a new salary schedule developed as a result of a survey of similar positions in the private sector, plus a cost-of-living increase of 5.5 percent signed into law in October 1974. Federal civil service pay scales are applicable throughout the country, regardless of differences in cost of living. Grades selected for comparative purposes are GS-5 to GS-10. GS-5 is the grade which normally requires a bachelor's degree for entry, and grades beyond GS-10 require special training which eliminate them for comparison purposes.

Louisiana state civil service has a uniform entry salary level for positions requiring a bachelor's degree with no experience, i.e., $683 a month. However, for some positions and in some parts of the state, higher "special entrance rates" may be offered if positions cannot be filled at the regular civil service starting salary.

Table 1 compares beginning salaries of Louisiana teachers with those for federal and state civil service positions. A monthly rate for bachelor degree teachers is shown at state minimum salary schedule level for 1974-75. The second monthly rate for teachers represents the estimated salary level for beginning bachelor degree teachers when local supplements are added to state minimum. Teachers' rates for nine months represent the annual salaries for teachers. Teachers' rates for 12 months are provided in the table to permit comparison with the salaries of professionals with a 12 month work year. It may be noted that some teachers--principally those in federally supported vocational programs--are 12 month employees.

Federal civil service salaries shown in Table 1 are the entry salaries for levels at which bachelor degree holders may begin. The figure shown for Louisiana civil service positions is the minimum entry salary for a person with a bachelor's degree or its equivalent. For comparison purposes, civil service rates for nine months work are given as well as annual salaries for 12 months.

When monthly salaries are compared, Louisiana teachers' state schedule salary is found to be higher than the state civil service salary cited. When local supplements are considered, teacher monthly salary is about 19.5% more than the state civil service. On an annual basis, the state teacher minimum for nine months is about 79.6% of state civil service average for 12 months. When local supplements are considered, teacher annual pay for nine months is about 89.6% of state civil service average pay for 12 months.

Table 1.

COMPARISON OF STARTING SALARIES OF LOUISIANA TEACHERS AND SELECTED FEDERAL AND STATE CIVIL SERVICE POSITIONS

Job Classification	Monthly Rate	Rate for Nine Months	Rate for Twelve Months
Louisiana Teachers:			
State Schedule	$ 726	$ 6530	$ 8712
Estimate, State & Local	816	7343	9792
Federal Civil Service			
GS-5	708	6372	8500
GS-6	789	7101	9473
GS-7	877	7893	10,520
GS-8	970	8730	11,640
GS-9	1070	9630	12,841
GS-10	1176	10,584	14,117
AVERAGE	932	8388	11,184
State Civil Service			
Beginning Bachelor	683	6147	8196

Note: These figures are computed on the basis of GS increase of 5.5% effective 10/1/74 and 5.0% or $400 for Louisiana Civil Service and Louisiana teachers effective 1/1/75.

Source: Louisiana State Department of Civil Service.

Louisiana's state civil service pay for the entry level is generally low compared to other states, according to a survey by the University of Michigan. However, Louisiana's state civil service salaries compare more favorably at the upper end of the pay scale.

State teacher minimum pay per month is about 77.9% of average monthly federal civil service pay. Local supplements raise monthly teacher pay to about 87.6% of federal civil service average monthly pay. On an annual basis, nine months of state minimum teacher pay provides about 58.4% of the federal civil service average for 12 months. Local supplements raise the percentage to about 65.7%.

The Endicott Report

The Endicott Report is one of the most widely respected surveys of beginning policy and practice in the employment of college and university graduates in business and industry. Now in its 29th year, this survey of 160 major well-known business and industrial concerns was conceived and has been directed by Frank Endicott, Director of Placement, Emeritus, Northwestern University, Evanston, Illinois.

Only one section of the Endicott Report was used in this study, that section dealing with the average starting salary. Table 2 presents the average starting salaries to be paid by hiring companies to 1975 graduates in ten fields and compares them to 1974 data.

A study of Table 2 shows that all average monthly starting salaries found by Endicott exceed the Louisiana state teacher minimum schedule. Local supplements raise monthly teacher salaries above the levels quoted for beginners in liberal arts and business administration, however.

Salary Surveys by College Placement Council

The College Placement Council, located in Bethlehem, Pennsylvania, conducts a survey of salaries offered to graduates of a representative sampling of colleges and universities throughout the country. Salary data is based on offers, not acceptances, by various types of business and industrial firms, private organizations and governmental agencies. Reports are issued three times each year, including a final report.

Table 2.

ENDICOTT REPORT, MONTHLY STARTING SALARIES OF COLLEGE GRADUATES HIRED BY BUSINESS AND INDUSTRY COMPARED WITH BEGINNING LOUISIANA TEACHERS (Bachelor Degree)

Field	1975 Average	1974 Average	% Annual Increase
Engineering	$ 1062	$ 995	6.7%
Chemistry	992	930	6.7
Accounting	990	956	3.6
Production Management	928	886	4.7
Mathematics, Statistics	915	870	5.2
Sales, Marketing	862	840	2.6
Economics, Finance	851	842	1.1
Business Administration	814	777	4.8
Liberal Arts	776	745	4.2
Other Fields	872	864	0.9
AVERAGE	906	871	4.0
Louisiana Teacher, 1974-75			
State Schedule	726		
Estimate, State and Local	816		

Source: Endicott Report.

The final report of the 1973-74 academic recruiting year showed a heavy demand for college graduates in the technical fields. Beginning salary offers were up substantially. Increases had been fairly constant around the two percent level in the 1960s and 1970s, but salary offers in 1973-74 compared to 1972-73 showed ranges of a nine percent increase for metallurgical engineering to 4.1 percent for the humanities. (See Table 3.) Accounting, mechanical engineering and electrical engineering received the most offers for any discipline, while chemistry and the biological sciences received the fewest job offers.

The College Placement Council recently issued its first report for the 1974-75 recruiting year, covering the period of September 1 to December 11, 1974. Accounting and engineering continued to lead in the most number of job offers. Highest salary offers were in chemical engineering, metallurgical engineering and mechanical engineering. In fact, salary offers in all fields of engineering exceeded $1,000 a month. The lowest salary offers were in the humanities and social sciences. (See Table 3.)

Table 4 presents 1973-74 salary offers compared to 1972-73, by functional area of employment. Those employed in libraries and law enforcement had the largest increase in salary offers--22.1 percent and 19.9 percent respectively. However, the highest dollar salary offers were in engineering, manufacturing and accounting/auditing.

In functional areas, highest salary offers for the first period of 1974-75 continued to be in engineering, manufacturing and accounting/auditing. The greatest increase in salary offers from the first period of 1973-74 to the first period of 1974-75 was in manufacturing (19.2 percent) and the smallest increase was in home economics and dietetics--down by 18.1 percent. (See Table 4.)

Table 5 presents 1973-74 salary offers for bachelor degree holders in non-technical curricula compared to the prior year, by type of employer. Manufacturing/industrial employers offered the highest salaries while nonprofit and educational organizations offered the least pay. State and local governments showed the greatest annual increase in salary offers for this period.

For the first reporting period of 1974-75, business offered the highest salaries in the nontechnical fields. Nonprofit and educational organizations continued to offer the lowest pay. Manufacturing/industry showed the greatest percent increase in offers from the first period of 1973-74 to the first period of 1974-75; federal government offers showed the least increase during this interval. (See Table 5.)

A comparison of 1973-74 Louisiana beginning teacher salaries with national offers by curriculum (Table 3) shows that state teacher minimum schedule by month exceeds no quoted offer but is close to monthly salaries offered to graduates in the humanities. When local supplements are considered, the resulting monthly teacher salary is greater than national monthly offers to graduates in marketing, the humanities, social studies, agriculture, and the biological sciences. Teachers' salaries are less than other fields such as engineering, accounting and the technical sciences.

When comparisons are made for monthly offers by functional position (Table 4), 1973-74 Louisiana state minimum teachers' salaries exceeded offers to professional workers in communications, home economics, community and service organizations, and libraries. Again, business, science and the technical areas were those where salaries exceeded those paid teachers. Increased by local supplements, Louisiana monthly teacher salaries were close to the overall average for functional positions.

Compared to monthly offers to nontechnical degree holders (Table 5), the 1973-74 monthly salary for beginning Louisiana teachers at state minimum was greater than offers by national nonprofit and educational organizations but considerably less than the overall average of offers. When local supplements are considered, the resulting teacher salary is above but close to the overall average.

A comparison of growth rates shows that, in general, Louisiana teacher salaries have increased at a slower rate than the quoted national offers.

Table 3.

NATIONAL AVERAGE MONTHLY SALARY OFFERS BY CURRICULUM

Bachelor's Degree

By Curriculum for All Types of Employees	Average $ Offers		Percent Increase	Average $ Offers, First Report		Percent Increase
	1973-74	1972-73		1974-75	1973-74	
BUSINESS						
Accounting	$ 925	$878	5.4%	$ 967	$ 903	7.1%
Business, General	803	753	6.6	836	779	7.3
Marketing	769	734	4.8	793	760	4.3
Average	832	778	5.6	865	814	6.3
HUMANITIES, SOCIAL STUDIES						
Humanities	691	664	4.1	727	653	11.3
Social Studies	737	690	6.8	714	692	3.2
Average	714	677	5.4	720	672	7.1
ENGINEERING						
Aeronautical	961	908	5.8	1,013	940	7.8
Chemical	1,042	960	8.5	1,161	1,010	15.0
Civil	967	890	8.7	1,036	932	11.2
Electrical	986	921	7.1	1,075	965	11.4
Industrial	979	902	8.5	1,059	950	11.5
Mechanical	1,001	922	8.6	1,108	968	14.5
Metallurgical	1,004	921	9.0	1,137	1,000	13.7
Technology	934	862	8.4	1,025	883	16.1
Average	984	910	8.1	1,077	956	12.7
SCIENCES						
Agricultural	785	726	8.1	812	765	6.1
Biological	720	675	6.7	836	702	19.1
Chemistry	884	826	7.0	905	837	8.1
Computer	915	863	6.0	963	886	8.7
Mathematics	874	810	7.9	868	774	12.1
Physical, Earth	895	830	7.8	987	835	18.2
Average	846	788	7.2	895	800	11.9
LOUISIANA TEACHER						
State Schedule	685	667	2.7			
Estimate, State & Local	791	763	3.7			

Source: The College Placement Council, A Study of 1973-74 Beginning Offers, Final Report and First Report for 1974-75.

Table 4.

NATIONAL AVERAGE MONTHLY SALARY OFFERS BY FUNCTIONAL POSITION

Bachelor's Degree

Functional Area	Average $ Offers		Percent Increase	Average $ Offers, First Report		Percent Increase
	1973-74	1972-73		1974-75	1973-74	
Engineering	$995	$921	8.0%	$1,083	$963	12.5%
Manufacturing	941	851	10.6	1,080	906	19.2
Accounting, Auditing	924	877	5.4	963	897	7.4
Research (Scientific)	894	825	8.4	939	824	14.0
Electronic Data Processing	893	841	6.2	922	862	7.0
Marketing, Industrial Sales	870	835	4.2	914	857	6.7
Law Enforcement	862	719	19.9	780	724	7.7
Mathematics	861	789	9.1	835	744	12.2
Research (Nonscientific)	816	738	10.6	769	724	6.2
Economics, Finance	811	744	9.0	842	826	1.9
Business Administration	782	727	7.6	781	769	1.6
Marketing, Consumer Sales	773	736	5.0	816	756	7.9
Farm Management	764	697	9.6	822	748	10.0
Personnel, Employee Rel.	742	773	-4.0	768	694	10.7
Merchandising	726	673	7.9	744	701	6.1
Public Administration	719	---	---	705	668	5.5
Health Services	713	713	0.0	758	638	18.8
Communications	682	657	3.8	676	664	1.8
Home Economics, Dietetics	679	638	6.4	600	733	-18.1
Community, Service Organ.	666	649	2.6	757	689	10.0
Library	641	525	22.1	---	720	---
Average	798	746	7.6	828	769	7.7
LOUISIANA TEACHER						
State Schedule	685	667	2.7			
Estimate, State & Local	791	763	3.7			

Source: The College Placement Council, A Study of 1973-74 Beginning Offers, Final Report and First Report for 1974-75.

Table 5.

NATIONAL AVERAGE MONTHLY SALARY OFFERS BY ALL TYPES OF EMPLOYERS TO BACHELOR'S DEGREE HOLDERS (Non-Technical Curricula)

Type of Employer	Average $ Offers		Percent Increase	Average $ Offers First Period		Percent Increase
	1973-74	1972-73		1974-75	1973-74	
Business	$ 846	$ 796	6.3%	$ 901	$ 843	6.9%
Manufacturing, Industrial	852	801	6.4	893	833	7.2
Government, Federal	782	734	6.5	776	749	3.6
Government, Local & State	753	693	8.6	752	704	6.8
Nonprofit & Educational Organizations	651	636	2.3	735	656	12.0
AVERAGE	777	732	6.0	811	757	7.1
LOUISIANA TEACHER						
State Schedule	685	667	2.7			
Estimate, State & Local	791	763	3.7			

Source: The College Placement Council, A Study of 1973-74 Beginning Offers, Final Report and First Report for 1974-75.

Survey of Louisiana Firms

The committee staff surveyed salaries paid in private employment in Louisiana for jobs roughly comparable in college training and responsibilities to classroom teachers.

Methodology

The 1975 Louisiana Directory of Manufacturers, published by the Louisiana Department of Commerce and Industry, was used to select a sampling of 56 manufacturing firms. Firms chosen were those employing 100 or more persons and with distribution of products on a national or international level. Those firms that, by their nature, would employ few if any college-trained persons except in managerial positions were eliminated.

Of the 56 industrial firms chosen, 44 responded. Of these responses, 34 were applicable; the remaining responses were from ten firms which employed college graduates only at the management level. Newspapers were included in industrial firms.

Nineteen banks were selected for sampling from a listing in the 1974 Louisiana Bankers' Directory, prepared by the Louisiana Bankers' Association. The sampling was based on size according to assets and deposits. Larger banks were selected since they were more likely to employ college graduates.

Sixteen of the 19 banks contacted responded. Only eight of the responses were applicable; the remaining responses were from eight banks employing college graduates at the management level only.

The Louisiana Retailers' Association provided a list of 25 major retail firms whose business volume was sufficiently large to perhaps warrant employment of college graduates.

Of the 13 retail firms responding, ten did not employ college graduates below the management level. Only three responses were applicable to the study. Because of this limited applicable response, salaries offered retail employees were not included in the study.

A questionnaire was prepared for completion by the selected firms, and was structured around four basic points: job identification, educational benefits, salary practices and salary structure.

Under job identification, information requested included job title, number of employees and work experience as a substitute for college.

Educational benefits sought to determine if companies granted educational leave to their employees and if employees were reimbursed for educational expense.

Salary practices included information on beginning salaries, salary ranges, time required to reach the maximum and methods for granting salary increases.

Salary structure was directed primarily toward finding out changes in salary structure after the initial probationary or beginning period.

Findings

Results of responses from major Louisiana manufacturers, banks, and newspapers are indicated in Table 6. Some 13 major job types requiring a bachelor's degree were identified. Job types reported by only one firm were not included in Table 6 since it was felt that such a limited response would not be representative. Management or supervisory jobs were not included since they are not comparable to a teaching position. As might be expected, the engineering-science group had the highest average salaries. National surveys, such as the College Placement Council, show similar results. The lowest paid were bank management trainees, followed by banking analysts and newspaper reporters. Under the state minimum salary schedule for 1974-75, a beginning teacher receives $6,530 for nine months' work, or an estimated average of $7,343 if local supplements are included. The lowest paid position of private employers, involving 12 months' work, was comparable to teacher pay for nine months with local supplements.

Almost without exception, major manufacturing firms reported that they reimburse employees for additional education, provided such courses pertain to the job. Many firms also indicated that as a matter of company policy, educational leave could be secured by their employees. This leave is usually granted after

Table 6.

SALARIES PAID BEGINNING BACHELOR DEGREE HOLDERS BY LOUISIANA FIRMS BASED ON STAFF SURVEY, JANUARY 1975

Position	Number of Firms Reporting	Annual Salaries	
		Range Reported	Average Entry Salary
Industry			
Engineer	12	$ 9,540 - $16,164	$ 12,551
Chemical Engineer	6	11,748 - 15,000	13,097
Electrical Engineer	3	11,700 - 14,500	12,800
Mechanical or Industrial Engineer	12	11,000 - 14,500	12,772
Chemist	6	10,380 - 13,900	11,619
Accountant	12	8,784 - 14,100	10,138
Nurse	4	6,576 - 10,728	8,787
Transportation Trainee	2	11,748 - 13,164	12,456
Newspaper			
Newsroom Employee and/or Reporter	3	6,760 - 9,214	7,786
Banking			
Management Trainee	6	7,020 - 9,900	7,380
Accountant	3	8,400 - 8,600	8,467
Computer Programmer	2	7,440 - 11,100	8,200
Analyst	2	7,440 - 11,100	7,770

Source: Committee staff questionnaire.

four or five years' service, and may be without pay or partial pay for educational expenses.

Louisiana teachers receive annual increments ranging from three to six percent, which is less than private firms pay.

Comment

Considerable differences exist when salaries of teachers are compared to those paid in private industry. The basic salary structure is different; the amount of annual or merit increment is greater in the private sector than in the education field; cost of obtaining additional education relating to job improvement is usually reimbursed by companies, in part if not in full, contrary to the practice for teachers; the probationary period in industry is briefer than in education; and promotion with accompanying dollar increases based on merit or performance is found in industry but rarely in the teaching field.

The present study was restricted to starting salaries for inexperienced bachelor degree holders. At this level, Louisiana teacher pay is comparable to national offers in nontechnical fields and larger than Louisiana state civil service salaries, when monthly salaries are considered. On an annual basis, however, teacher pay is generally low.

Because of the traditional length of school terms, most teachers work for only three-fourths of the year. This shortened work year is an important factor in the low annual income of teachers as a group. Low teaching income impels some teachers to seek secondary employment outside the profession for all or part of the year.

Nevertheless, the shortened work year is an attraction of the profession for many teachers. Also, teachers can take advantage of the summer months for advanced professional study. According to the recent opinion poll by Louis, Bowles, and Grove, 70 percent of teachers rejected the idea of year-round employment.

Some extension of the teacher's work year, however, perhaps on a voluntary or optional basis, does provide one means for increasing teacher pay.

CHAPTER V

FINANCING PUBLIC EDUCATION

The surveys carried out by Louis, Bowles, and Grove for the Governor's Education Study Committee found (Volume 1, p. 1-4):

> "Just over half (53 percent) of the Louisiana public now feels that their local schools do not have enough funds. This feeling is much stronger among the teachers (77 percent) and administrators (80 percent) who said the schools need more money. Given an opportunity to rate how the available money is being spent, both the public and the teachers gave unfavorable ratings by small margins, versus the large margins of administrators who felt themselves to be doing a good job with what they have to work with."

The committee staff did not have sufficient time to study school financing in depth, but did assemble some information. A task force on school finance, appointed by the State Superintendent of Education, has been studying this subject.

State Financing of Public Education

Louisiana finances a larger share of public education at the state rather than local level than is true in most states. However, the proportion of public education financed by the state government in Louisiana has been decreasing whereas there has been a slight trend nationally towards greater state financing.

The NEA compiles data on revenues provided by the various states for public elementary and secondary education. This data includes receipts available for current operations plus capital outlay and debt service. Nonrevenue receipts were excluded by the staff in its presentation of NEA data; these nonrevenue receipts refer to such items as monies received from loans, sales of bonds, sales of property purchased from capital funds and insurance adjustments. The NEA data does not provide sufficient detail so that nonoperating revenue items such as capital outlay and debt service can be excluded.

The NEA data on revenues for public education include funds provided by the federal, state and local governments. Louisiana receives a considerable portion of its public education money from the federal government -- 17.4 percent estimated for 1974-75 with only Alaska and Mississippi receiving a greater portion. Hence, interstate comparisons on state financing of public education are presented in two ways -- including federal funds and excluding federal funds.

Revenues for Public Education, Including Federal Funds

As shown in Table 1, ten years ago in 1964-65, state government in Louisiana financed almost three-fourths (71.5 percent) of public education compared to 40 percent nationally. Louisiana ranked third highest among the 50 states in this respect. Based on 1974-75 estimates, state government in Louisiana will finance slightly over half (54.2 percent) of public education, dropping Louisiana to 15th among the states. (The $15.6 million appropriated for salary and retirement increases for teachers and other school employees by the 1975 special session of the legislature is not included in the 1974-75 estimates. If included, the state's share would increase to 55.0 percent and Louisiana would rank 13th among the states, assuming no change in other states.) Nationally, it is estimated that state governments in 1974-75 are providing 43.6 percent of the money for public education.

Table 2 shows the ranking of all states in the percentage of revenue for public education provided by state governments in 1974-75. Southern states, except Virginia, tend to have more state rather than local financing of public education than other areas of the country. However, as shown in Table 3, Louisiana is dropping behind other southern states in state centralization of public school money. In 1972-73, Louisiana ranked third highest among the 13 southern states in the extent to which state government provided revenues for public education; it dropped to fifth place in 1973-74 and to seventh in 1974-75.

Revenues for Public Education, Excluding Federal Funds

Interstate comparisons of state financing of public education, excluding federal funds, also show that Louisiana ranks high in state centralization among the 50 states. However, among the 13 southern states, Louisiana's position has remained unchanged during the past three years which is contrary to the trend noted above when federal funds are included.

State government in Louisiana provided 74.4 percent of public school revenue and local governments, the remaining 25.6 percent in 1964-65. Louisiana ranked fourth highest among the 50 states in this respect. Based on 1974-75 estimates, state government in Louisiana will finance 65.6 percent of elementary-secondary education funds and local governments the remaining 34.4 percent, dropping Louisiana to ninth rank among all states. (If the $15.6 million appropriated for teachers and other school employees by the 1975 special session were included, Louisiana's state share would increase to 66.3 percent but its rank would not

Table 1.

TREND IN PERCENT OF PUBLIC SCHOOL REVENUES FINANCED BY STATE GOVERNMENT

(Includes Federal Funds)
1964-65 through 1974-75

Year	U.S. Percentage	Louisiana Percentage	Louisiana Rank Among 50 States
1964-65	40.0%	71.5%	3
1965-66	39.1	69.2	2
1966-67	39.1	62.0	7
1967-68	39.3	61.0	8
1968-69	39.9	57.8	9
1969-70	40.9	56.4	9
1970-71	40.0	56.2	8
1971-72	40.2	56.0	7
1972-73	40.6	56.0	9
1973-74	42.6	56.6[a]	11
1974-75 (Est.)	43.6	54.2[b]	15[b]

[a] Reclassification of $33 million in state revenue sharing from federal (as published) to state revenues.

[b] Would change to 55.0% and rank to 13th if $15.6 million appropriated in 1975 Ex. Sess. for salary and retirement increases were included.

Source: NEA, Rankings of the States, Annual Series and Estimates of School Statistics, 1974-75

Table 2.

PERCENT OF PUBLIC SCHOOL REVENUES FINANCED BY STATE GOVERNMENT, BY STATE

(Includes Federal Funds)
1974-75 (Est.)

RANK	STATE	PERCENT	RANK	STATE	PERCENT
1	Hawaii	88.7%	27	Kansas	43.7%
2	North Carolina	68.3		UNITED STATES	43.6
3	Delaware	68.1	28	Iowa	42.9
4	New Mexico	64.5	29	North Dakota	42.6
5	Alaska	64.2	30	New York	41.3
6	Alabama	63.1	31	Montana	39.7
7	South Carolina	60.2	32	California	38.6
8	Minnesota	58.2	33	Colorado	37.8
8	Utah	58.2	34	Wisconsin	37.0
10	Florida	58.0	35	Nevada	36.0
11	Georgia	55.3	36	Rhode Island	35.5
11	Kentucky	55.3	37	Missouri	35.4
13	Mississippi	54.6	38	Maine	35.0
13	West Virginia	54.6	39	Ohio	34.7
15	LOUISIANA	54.2[a]	40	Indiana	34.1
16	Michigan	51.3	41	Virginia	34.0
17	Oklahoma	51.2	42	Wyoming	33.3
18	Arkansas	51.0	43	Vermont	33.1
19	Pennsylvania	49.9	44	New Jersey	31.2
20	Arizona	49.8	45	Oregon	25.5
21	Tennessee	49.7	46	Massachusetts	23.9
22	Texas	48.4	47	Connecticut	23.5
23	Washington	46.5	48	Nebraska	22.9
24	Idaho	45.3	49	South Dakota	13.0
25	Maryland	45.1	50	New Hampshire	7.2
26	Illinois	44.6			

a - Would change to 55.0 percent and rank to 13th if $15.6 million appropriated in 1975 Extraordinary Session for salary and retirement increases were included and there were no changes in other states.

Source: NEA, Estimates of School Statistics, 1974-75.

Table 3.

PERCENT OF REVENUES FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS FROM FEDERAL, STATE AND LOCAL GOVERNMENTS

(Includes Federal Funds)

	1972-73 (Revised)			1973-74 (Revised)			1974-75 (Est.)		
Southern States	Local	State	Federal	Local	State	Federal	Local	State	Federal
Alabama	19.0%	64.0%	17.0%	22.7%	63.0%	14.2%	22.9%	63.1%	14.0%
Arkansas	36.7	48.0	15.3	35.1	47.5	17.4	32.9	51.0	16.2
Florida	34.9	55.3	9.8	34.2	57.1	8.7	33.6	58.0	8.4
Georgia	34.6	53.0	12.4	33.6	54.5	11.9	32.1	55.3	12.6
Kentucky	29.8	55.3	14.9	31.4	54.2	14.4	31.9	55.3	12.8
Mississippi	24.1	49.0	26.9	23.0	52.5	24.5	22.3	54.6	23.0
North Carolina	20.5	64.1	15.4	20.5	65.5	13.9	19.9	68.3	11.8
Oklahoma	47.3	42.9	9.8	41.1	47.7	11.2	38.8	51.2	10.1
South Carolina	27.3	55.7	17.0	26.9	57.1	15.9	25.7	60.2	14.2
Tennessee	41.9	45.1	13.1	41.8	45.1	13.1	39.7	49.7	10.6
Texas	41.2	46.9	12.0	41.5	47.4	11.0	41.4	48.4	10.2
Virginia	55.0	34.5	10.4	56.6	32.8	10.6	55.3	34.0	10.6
LOUISIANA	30.2	56.0	13.7	27.6	56.6 (1)	15.8 (1)	28.4 (2)	54.2 (2)	17.4 (2)
United States	51.5	40.6	7.6	49.2	42.6 (1)	8.2 (1)	48.6	43.6	7.8

(1) Reclassification of $33 million in state general revenue sharing funds from federal (as published) to state sources.

(2) Excludes $15.6 million appropriated in 1975 special session for salary increases and retirement. If included, percentages would change to 27.9% local, 55.0% state and 17.1% federal.

Source: NEA, Estimates of School Statistics, annual series.

Table 4.

TREND IN PERCENT OF PUBLIC SCHOOL REVENUES FINANCED BY STATE GOVERNMENT

(Excludes Federal Funds)

1964-65 through 1974-75

Year	U.S. Percentage	Louisiana Percentage	Louisiana Rank Among 50 States
1964-65	41.4%	74.4%	4
1969-70	44.3	64.0	11
1972-73	44.6	65.0	10
1973-74	46.6	67.2[a]	8
1974-75 (Est.)	47.5	65.6[b]	9[b]

NOTE: Revenues include all receipts available for operations plus capital outlay and debt service. Excludes nonrevenue receipts such as monies received from loans, sales of bonds, sales of property purchased from capital funds and insurance adjustments.

[a] Reclassification of $33 million in state revenue sharing from federal (as published) to state revenues.

[b] Would change to 66.3% if $15.6 million appropriated in 1975 Ex. Sess. for salary and retirement increases were included. Louisiana rank would remain 9th, assuming no changes in other states.

Source: NEA, Rankings of the States, Annual Series and Estimates of School Statistics, 1974-75. Computed by committee staff to exclude federal funds.

change.) Nationally, it is estimated that state governments in 1974-75 are providing 47.5 percent of public education money, up from the 41.4 percent provided in 1964-65. (See Table 4.)

Table 5 shows the ranking of all states in the percentage of public education money provided by state governments, exclusive of federal funds, in 1974-75. Hawaii, with only one school district, has the largest proportion of state financing.

Louisiana's position among the 13 southern states in the proportion of public education revenue provided by the state government (excluding federal funds) remained at fifth rank for the three-year period, 1972-73 through 1974-75. In fact, there was little change in rank among any of the 13 southern states during this period. (See Table 6.)

Expenditures Per Pupil

The amount spent per pupil gives some indication of a state's effort to educate its youth.

There are several ways to designate the number of pupils: (1) accumulated registration from the beginning of school to the end, which shows the largest number of students since this is a head count of all students who attended at some time during the year; (2) average daily membership (ADM) which is the average of students enrolled, whether present or absent and (3) average daily attendance (ADA) which takes into account students who are absent at some time during the school session.

Interstate Comparisons

Interstate comparisons of expenditures per pupil are made by the NEA on the basis of ADA and ADM. However, the staff found it necessary to use ADA comparisons since, according to the NEA (Estimates of School Statistics, 1974-75, p. 19):

> "Average daily membership (ADM) is recommended as a better measure than ADA for use in computing per-pupil expenditure. It represents an average of the pupils belonging -- those attending (ADA) plus those absent -- and provides a measure of the actual number of pupils for whom the expen-

Table 5

PERCENT OF PUBLIC SCHOOL REVENUES FINANCED BY STATE GOVERNMENT, BY STATE

(Excludes Federal Funds)

1974-75 (Est.)

RANK	STATE	PERCENT	RANK	STATE	PERCENT
1	Hawaii	96.7%		United States	47.5%
2	Alaska	78.6	27	Illinois	47.2
3	New Mexico	77.8	28	North Dakota	46.7
4	North Carolina	77.5	29	Iowa	45.5
5	Alabama	73.4	30	New York	43.4
5	Delaware	73.4	31	Montana	43.3
7	Mississippi	71.0	32	California	42.4
8	South Carolina	70.1	33	Colorado	40.4
9	LOUISIANA	65.6	34	Rhode Island	39.0
10	Kentucky	63.5	35	Wisconsin	38.7
11	Florida	63.3	36	Maine	38.6
11	Georgia	63.3	36	Nevada	38.6
13	West Virginia	62.8	38	Virginia	38.1
14	Utah	62.5	39	Missouri	37.8
15	Minnesota	61.0	40	Ohio	36.8
16	Arkansas	60.8	41	Wyoming	36.7
17	Oklahoma	56.9	42	Indiana	36.2
18	Tennessee	55.6	43	Vermont	35.2
19	Arizona	54.7	44	New Jersey	33.1
20	Pennsylvania	54.1	45	Oregon	27.1
21	Texas	53.9	46	Nebraska	25.6
22	Michigan	53.4	47	Massachusetts	25.1
23	Idaho	51.5	48	Delaware	24.2
24	Washington	50.5	49	South Dakota	15.3
25	Maryland	48.3	50	New Hampshire	7.4
26	Kansas	47.6			

NOTE: Revenues include all receipts available for operations plus capital outlay and debt service. Excludes nonrevenue receipts such as monies received from loans, sales of bonds, sales of property purchased from capital funds and insurance adjustments.

[a] Would change to 66.3% if $15.6 million appropriated in 1975 Extraordinary Session for salary and retirement increases were included. Louisiana rank would remain unchanged, assuming no changes in other states.

Source: NEA, Estimates of School Statistics, 1974-75. Computed by committee staff to exclude federal funds.

Table 6.

PERCENT OF REVENUES FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS FROM STATE AND LOCAL GOVERNMENTS

(Excludes Federal Funds)

	1972-73 (Revised)			1973-74 (Revised)			1974-75 (Est.)		
Southern States	Local	State	Rank	Local	State	Rank	Local	State	Rank
Alabama	22.9%	77.1%	1	26.5%	73.5%	2	26.6%	73.4%	2
Arkansas	43.3	56.7	9	42.5	57.5	9	39.2	60.8	9
Florida	38.7	61.3	7	37.4	62.6	7	36.7	63.3	7
Georgia	39.0	61.0	8	38.1	61.9	8	36.7	63.3	7
Kentucky	35.1	64.9	6	36.7	63.3	6	36.5	63.5	6
Mississippi	32.9	67.1	3	30.5	69.5	3	29.0	71.0	3
North Carolina	24.3	75.7	2	23.9	76.1	1	22.5	77.5	1
Oklahoma	52.5	47.5	12	46.3	53.7	10	43.1	56.9	10
South Carolina	32.9	67.1	3	32.0	68.0	4	29.9	70.1	4
Tennessee	48.2	51.8	11	48.1	51.9	12	44.4	55.6	11
Texas	46.8	53.2	10	46.7	53.3	11	46.1	53.9	12
Virginia	61.4	38.6	13	63.3	36.7	13	61.9	38.1	13
LOUISIANA	35.0	65.0	5	32.8	67.2(a)	5(a)	34.4(b)	65.6(b)	5
United States	55.7	44.3		53.4	46.6		52.5	47.5	

NOTE: Revenues include all receipts available for operations plus capital outlay and debt service. Excludes nonrevenue receipts such as monies received from loans, sales of bonds, sales of property purchased from capital funds and insurance adjustments.

(a) Reclassification of $33 million in state general revenue sharing funds from federal (as published) to state sources.

(b) Excludes $15.6 million appropriated in 1975 special session for salary increases and retirement. If included, percentages would change to 33.7% local and 66.3% state.

Source: NEA, Estimates of School Statistics, annual series. Computed by committee staff to exclude federal funds.

ditures were made. Because some states have not adopted this method of pupil reporting, figures on expenditures per pupil in ADM are incomplete." (Emphasis added)

As shown in Table 7, although Louisiana has been increasing its expenditures per ADA in recent years, other states have outpaced it. Louisiana's spending per ADA in 1973-74 was $988, a 6.5 percent increase over the prior year. Southern states almost doubled that rate (11.6 percent) and the increase in ADA spending for all 50 states was also higher (10.8 percent). Estimates for 1974-75 show little increase in ADA expenditures in Louisiana (0.1 percent), while the southern states are expected to increase by 10 percent and all 50 states, by 8.5 percent. During the five-year period, 1969-70 to 1974-75, only one other southern state — Kentucky — had a smaller rate of increase than did Louisiana. Louisiana's increase in ADA spending during this five-year period was 44.3 percent compared to 61.1 percent for the United States and 68.3 percent for the 13 southern states.

Table 8 shows Louisiana's ranking among the 13 southern states and all 50 states in expenditures per ADA since 1969-70. Among the southern states, Louisiana ranked third highest in 1969-70 but only seventh highest in 1974-75. Louisiana ranked 32nd among the 50 states in 1969-70, rose to 24th in 1971-72, but is estimated to fall to 38th rank in 1974-75.

Table 9 measures Louisiana's expenditures per ADA as a percentage of the average for the south and the nation. In recent years Louisiana exceeded the south's average, but not in 1974-75. Its spending per ADA as a percentage of the U.S. average has been dropping steadily — from 91.8 percent in 1970-71 to 80 percent in 1974-75.

Comparisons Among Local Systems

Table 10 shows how Louisiana's 66 school systems compare in their 1973-74 spending per pupil on the basis of three measures — registration, ADM and ADA. ADM is said to be the best basis for measuring per-pupil spending, and is used by the state to determine the number of teachers it allots per pupil. Table 11 shows how the local school systems rank in ADM spending. Generally, the small rural systems spend the most per ADM, but this does not mean that students in those systems necessarily get the best education. Rather, the cost per pupil usually goes down as the number of students increases, but the educational opportunities are usually greater in the larger and more affluent systems.

TREND IN CURRENT EXPENDITURES[1] FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS PER ADA [2]

(1969 - 70 through 1974 - 75)

Southern States	Current Expenditures Per ADA						% Increase		
	1969-70 (Rev.)	1970-71 (Rev.)	1971-72 (Rev.)	1972-73 (Rev.)	1973-74 (Rev.)	1974-75 (Est.)	1973-74 over 1972-73	1974-75(Est.) over 1973-74	1974-75(Est.) over 1969-70
Alabama	$ 461	$ 523	$ 563	$ 599	$ 814	$ 871	35.9	7.0	88.9
Arkansas	548	578	607	658	806	916	22.5	13.6	67.1
Florida	738	819*	881	941*	962	1093	2.2	13.6	48.1
Georgia	572	680	736	802	913	1000	13.8	9.5	74.8
Kentucky	612	625	668	700	790	864	12.8	9.4	41.2
Mississippi	503	603	655	696	787	838	13.1	6.5	66.6
North Carolina	584	657*	741	814	935	1052	14.9	12.5	80.1
Oklahoma	565*	607	633	768	890	1018	15.9	14.4	80.2
South Carolina	594	654	725	799	894	984	11.9	10.1	65.6
Tennessee	565*	623	684	741	813	903	9.7	11.1	59.8
Texas	537	674	953	840	910	1009	8.3	10.9	87.9
Virginia	697	784	868*	941*	1055	1130	12.1	7.1	62.1
LOUISIANA	690	797*	884	928	988	996(3)	6.5	0.1	44.3
United States	773	868	970	1035	1147	1245	10.8	8.5	61.1
13 So. States	593	680	795	813	907	998	11.6	10.0	68.3

* Tied with another state(s).

[1] Excludes capital outlay and interest on school debt.

[2] ADA - Average of pupils attending when school is in session.
ADM - Average of pupils belonging when school is in session, both absent and present
Not used because data not available for some states for 1974-75 year.

[3] Excludes action of January 1975 special session increasing salaries and retirement benefits for teachers and other school employees ($15.6 million).

Source: NEA, Estimates of School Statistics and Rankings of the States, annual series.

Table 8

RANKINGS IN CURRENT EXPENDITURES[a] FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS PER ADA[b]

(1969-70 through 1974-75)

Southern States	1969-70		1970-71		1971-72		1972-73		1973-74		1974-75	
	South	Nation	South[c]	Nation[c]	South	Nation	South	Nation	South	Nation	South	Nation
Alabama	13	50	13	49	13	50	13	50	9	46	11	48
Arkansas	10	47	12	48	12	49	12	49	11	48	9	44
Florida	1	23	1	22*	3	25	1*	25*	3	32	2	27
Georgia	7	44	4	36	6	39	6	41	5	36	6	37
Kentucky	4	39	8	44	9	46	10	47	12	49	12	49
Mississippi	12	49	11	47	10	47	11	48	13	50	13	50
North Carolina	6	42	6	41*	5	38	5	39	4	34	3	31
Oklahoma	8*	45*	10	46	11	48	8	43	8	42	4	35
South Carolina	5	41	7	43	7	42	7	42	7	41	8	39
Tennessee	8*	45*	9	45	8	45	9	46	10	47	10	46
Texas	11	48	5	40	1	20	4	37	6	37	5	36
Virginia	2	31	3	29	4	28*	1*	25*	1	24	1	25
LOUISIANA	3	32	2	26*	2	24	3	29	2	29	7	38

* Tied with another state(s).

[a] Excludes capital outlay and interest on debt.

[b] ADA - Average of pupils attending when school is in session.
ADM - Average of pupils belonging when school is in session, both absent and present not used because data not available for some states for 1974-75 year.

[c] California excluded. Since California ranked 22nd among all states in 1969-70, rankings of most southern states would be below those indicated.

Source: NEA, Estimates of School Statistics and Rankings of the States, annual series.

STATE CURRENT EXPENDITURES FOR ELEMENTARY AND SECONDARY SCHOOLS PER ADA
AS PERCENT OF SOUTHERN AND NATIONAL AVERAGE
(1969-70 through 1974-75)

Southern States	1969-70, % of South	1969-70, % of U.S.	1970-71, % of South	1970-71, % of U.S.	1971-72, % of South	1971-72, % of U.S.	1972-73, % of South	1972-73, % of U.S.	1973-74, % of South	1973-74, % of U.S.	1974-75, % of South	1974-75, % of U.S.
Alabama	77.7	59.6	76.9	60.3	70.8	58.0	73.7	57.9	89.7	71.0	87.3	70.0
Arkansas	92.4	70.9	85.0	66.6	76.4	62.6	80.9	63.6	88.9	70.3	91.8	73.6
Florida	124.5	95.5	120.4	94.4	110.8	90.8	115.7	90.9	106.1	83.9	109.5	87.8
Georgia	96.5	74.0	100.0	78.3	92.6	75.9	98.6	77.5	100.7	79.6	100.2	80.3
Kentucky	103.2	79.2	91.9	72.0	84.0	68.9	86.1	67.6	87.1	68.9	86.6	69.4
Mississippi	84.8	65.1	88.7	69.5	82.4	67.5	85.6	67.2	86.8	68.6	84.0	67.3
North Carolina	98.5	75.5	96.6	75.7	93.2	76.4	100.1	78.6	103.1	81.5	105.4	84.5
Oklahoma	95.3	73.1	89.3	69.9	79.6	65.3	94.5	74.2	98.1	77.6	102.0	81.8
South Carolina	100.2	76.8	96.2	75.3	91.2	74.7	98.3	77.2	98.6	77.9	98.6	79.0
Tennessee	95.3	73.1	91.6	71.8	86.0	70.5	91.1	71.6	89.6	70.9	90.5	72.5
Texas	90.6	69.5	99.1	77.6	119.9	98.2	103.3	81.2	100.3	79.3	101.1	81.0
Virginia	117.5	90.2	115.3	90.3	109.2	89.5	115.7	90.9	116.3	92.0	113.2	90.8
LOUISIANA	116.4	89.3	127.6	91.8	111.2	91.1	114.1	89.7	108.9	86.1	99.8	80.0

Source: NEA, Estimates of School Statistics, and Rankings of the States, annual series.

Table 10.

CURRENT EXPENDITURES[a] PER PUPIL, BY LOUISIANA SCHOOL SYSTEM
1973-74

SCHOOL SYSTEM	REGISTRATION[b]	AVERAGE DAILY MEMBERSHIP[d]	AVERAGE DAILY ATTENDANCE[c]
Acadia	$ 829	$ 871	$ 966
Allen	876	902	965
Ascension	848	867	927
Assumption	773	818	906
Avoyelles	877	881	940
Beauregard	979	981	1,037
Bienville	987	989	1,055
Bossier	785	847	912
Caddo	894	946	1,039
Calcasieu	821	854	909
Caldwell	884	930	951
Cameron	1,077	1,096	1,197
Catahoula	1,055	1,085	1,151
Claiborne	922	947	1,009
Concordia	952	1,001	1,096
DeSoto	884	915	978
East Baton Rouge	914	969	1,054
East Carroll	943	989	1,094
East Feliciana	924	953	1,030
Evangeline	985	1,004	1,096
Franklin	1,007	1,049	1,153
Grant	845	872	949
Iberia	813	838	903
Iberville	1,083	1,120	1,210
Jackson	1,049	1,081	1,166
Jefferson	813	850	942
Jefferson Davis	842	868	927
Lafayette	812	836	888
Lafourche	790	823	874
LaSalle	823	862	935
Lincoln	929	958	1,013
Livingston	782	813	881
Madison	904	949	1,009
Morehouse	887	920	990
Natchitoches	996	1,045	1,115
Orleans	893	939	1,094
Ouachita	824	886	934
Plaquemines	746	777	854
Pointe Coupee	1,010	1,040	1,140
Rapides	833	870	934
Red River	975	1,012	1,079
Richland	911	1,013	1,093
Sabine	995	1,016	1,075
St. Bernard	691	713	795
St. Charles	890	921	1,021
St. Helena	955	981	1,026

(Continued)

CURRENT EXPENDITURES[a] PER PUPIL, BY LOUISIANA SCHOOL SYSTEM
1973-74

SCHOOL SYSTEM	REGISTRATION[b]	AVERAGE DAILY MEMBERSHIP [d]	AVERAGE DAILY ATTENDANCE [c]
St. James	$ 949	$ 963	$1,021
St. John the Baptist	824	848	927
St. Landry	886	923	1,020
St. Martin	857	886	975
St. Mary	725	764	836
St. Tammany	751	791	865
Tangipahoa	850	892	990
Tensas	1,208	1,252	1,353
Terrebonne	757	784	844
Union	843	865	918
Vermilion	957	1,075	1,165
Vernon	776	843	899
Washington	944	986	1,055
Webster	903	936	986
West Baton Rouge	897	926	1,006
West Carroll	891	944	1,020
West Feliciana	1,040	1,068	1,157
Winn	969	1,152	1,219
City of Monroe	879	921	980
City of Bogalusa	909	956	1,014
STATE	869	909	993

a - Excludes capital outlay and interest on school debt.

b - Cumulative enrollment at end of year. Includes all students who registered (unduplicated) at some time during the year.

c - Average daily attendance (ADA) represents average of pupils attending when schools are in session.

d - Average daily membership (ADM) represents an average of pupils belonging (those present plus those absent) when schools are actually in session.

Source: State Department of Education of Louisiana, 125th Annual Report for the Session, 1973-74, to be published.

TABLE 11.

RANKINGS OF LOUISIANA SCHOOL SYSTEMS BY CURRENT EXPENDITURES PER ADM
1973-74

RANK	SCHOOL SYSTEM	CURRENT EXPENDITURES PER ADM*
1	Tensas	$1,252
2	Winn	1,152
3	Iberville	1,120
4	Cameron	1,096
5	Catahoula	1,085
6	Jackson	1,081
7	Vermilion	1,075
8	West Feliciana	1,068
9	Franklin	1,049
10	Natchitoches	1,045
11	Pointe Coupee	1,040
12	Sabine	1,016
13	Richland	1,013
14	Red River	1,012
15	Evangeline	1,004
16	Concordia	1,001
17	Bienville	989
17	East Carroll	989
19	Washington	986
20	Beauregard	981
20	St. Helena	981
22	East Baton Rouge	969
23	St. James	963
24	Lincoln	958
25	City of Bogalusa	956
26	East Feliciana	953
27	Madison	949
28	Claiborne	947
29	Caddo	946
30	West Carroll	944
31	Orleans	939
32	Webster	936
33	Caldwell	930
34	West Baton Rouge	926
35	St. Landry	$ 923
36	St. Charles	921
36	City of Monroe	921
38	Morehouse	920
39	DeSoto	915
	STATE	909
40	Allen	902
41	Tangipahoa	892
42	Ouachita	886
42	St. Martin	886
44	Avoyelles	881
45	Grant	872
46	Acadia	871
47	Rapides	870
48	Jefferson Davis	868
49	Ascension	867
50	Union	865
51	LaSalle	862
52	Calcasieu	854
53	Jefferson	850
54	St. John the Baptist	848
55	Bossier	847
56	Vernon	843
57	Iberia	838
58	Lafayette	836
59	Lafourche	823
60	Livingston	813
61	Assumption	818
62	St. Tammany	791
63	Terrebonne	784
64	Plaquemines	777
65	St. Mary	764
66	St. Bernard	713

* ADM - Represents an average of pupils belonging (those present plus those absent) when schools are actually in session.

Source: State Department of Education of Louisiana, 125th Annual Report for the Session, 1973-74, to be published.

Tensas had the highest spending per ADM in 1973-74 ($1,252) while St. Bernard spent the least $4713). St. Bernard has instituted many new concepts such as comprehensive student testing, an accountability system to measure teacher effectiveness, and a student continuous progress program.

Priorities in Education Spending

It is important to look at not only how much a state spends for public education but how it spends its money.

The U.S. Office of Education publishes a series of reports, Statistics of State School Systems (previously the Biennial Survey of Education), which provides detail on school expenditures. Unfortunately, the most recently published report is for 1969-70. However, this report does give some insight into Louisiana's priorities for spending its education dollar as compared with other states.

Two expenditure items that have high priority in Louisiana are for school lunches and transportation. As shown in Table 12, of all operating school expenditures Louisiana spent 6.8 percent for lunches in 1969-70, with only Arkansas spending a larger percentage. Louisiana spent another 5.9 percent for transportation, with only West Virginia and North Dakota spending a larger share. When spending for school lunches and transportation are combined, Louisiana spent 12.7 percent of its total school operating expenditures for these two purposes, being exceeded only by Arkansas. Nationally, the proportion spent for school lunches and transportation was 6.2 percent -- less than half of the 12.7 percent spent by Louisiana.

Outlook

A number of factors must be considered in determining whether the state should raise teachers' salaries -- not only whether the raise is justified but whether the state has the financial ability to pay the cost, which is a recurring one. Even a modest increase for individual teachers can balloon into millions of dollars because there are so many teachers and a salary increase also means accompanying increases in retirement costs paid by the state. In addition, other school employees as well as employees of state government usually receive increases when teacher pay is raised.

TABLE 12.

PERCENT SCHOOL LUNCHES AND TRANSPORTATION COMPRISE OF CURRENT EXPENDITURES FOR PUBLIC SCHOOLS, BY STATE
1969-70

STATE	CURRENT EXPENDITURES FOR PUBLIC SCHOOLS[a] (IN THOUSANDS)	SCHOOL LUNCHES		TRANSPORTATION		LUNCH AND TRANSPORTATION	
		%	RANK*	%	RANK*	%	RANK*
Alabama	$ 422,730	5.2	44	3.2	12	8.4	36
Alaska	81,374	1.1	2	5.3	41	5.4	12
Arizona	281,941	2.9	30	2.2	5	5.1	10
Arkansas	235,083	8.3	50	4.8	34	13.1	50
California	3,831,595	1.3	4	2.0	3	3.3	1
Colorado	369,218	2.4	20	3.0	10	5.4	12
Connecticut	588,710	0.8	1	3.8	23	4.6	6
Delaware	108,747	2.8	28	4.4	29	7.2	27
Florida	961,273	3.2	31	2.1	4	5.3	11
Georgia	599,371	5.1	43	4.1	28	9.2	44
Hawaii	141,324	5.3	45	1.8	1	7.1	25
Idaho	103,107	2.6	25	5.0	38	7.6	33
Illinois	1,896,067	1.6	8	2.7	7	4.3	3
Indiana	809,105	2.5	22	4.6	31	7.1	25
Iowa	527,086	2.2	15	4.5	30	6.7	19
Kansas	362,593	2.8	28	4.0	26	6.8	20
Kentucky	353,265	4.4	38	5.3	41	9.7	45
LOUISIANA	503,217	6.8	49	5.9	48	12.7	49
Maine	155,907	3.2	31	5.6	46	8.8	40
Maryland	721,794	2.0	11	4.0	26	6.0	16
Massachusetts	907,341	2.5	22	3.5	19	6.0	16
Michigan	1,799,945	1.4	6	3.1	11	4.5	4
Minnesota	781,243	2.3	17	5.2	40	7.5	32
Mississippi	262,760	6.6	48	5.6	47	12.2	47
Missouri	642,030	2.7	26	4.7	33	7.4	30
Montana	127,176	2.4	20	5.3	41	7.7	34
Nebraska	231,612	1.8	10	3.2	12	5.0	9
Nevada	87,273	1.2	3	3.3	15	4.5	4
New Hampshire	101,370	2.3	17	4.9	36	7.2	27
New Jersey	1,343,564	1.3	4	3.4	16	4.7	7
New Mexico	183,736	3.9	34	4.6	31	8.5	38
New York	4,111,839	2.2	15	4.8	34	7.0	23
North Carolina	676,193	5.3	45	3.2	12	8.5	38
North Dakota	97,895	4.7	40	7.8	50	12.5	48
Ohio	1,639,805	2.0	11	2.7	7	4.7	7
Oklahoma	339,105	4.2	36	3.7	21	7.9	35
Oregon	403,844	2.1	14	3.6	20	5.7	15
Pennsylvania	1,912,644	1.6	8	3.8	23	5.4	12
Rhode Island	145,443	2.7	26	3.4	16	6.1	18
South Carolina	367,689	6.1	47	2.8	9	8.9	42
South Dakota	109,375	4.0	35	5.0	38	9.0	43
Tennessee	473,226	5.0	42	3.8	23	8.8	40
Texas	1,518,181	2.3	17	1.9	2	4.2	2

(Continued)

PERCENT SCHOOL LUNCHES AND TRANSPORTATION COMPRISE OF CURRENT EXPENDITURES FOR PUBLIC SCHOOLS, BY STATE

1969-70

STATE	CURRENT EXPENDITURES FOR PUBLIC SCHOOLS[a] (IN THOUSANDS)	SCHOOL LUNCHES %	SCHOOL LUNCHES RANK*	TRANSPORTATION %	TRANSPORTATION RANK*	LUNCH AND TRANSPORTATION %	LUNCH AND TRANSPORTATION RANK*
Utah	$ 179,981	4.6	39	2.2	5	6.8	20
Vermont	78,921	2.5	22	4.9	36	7.4	30
Virginia	704,677	3.6	33	3.4	16	7.0	23
Washington	699,984	4.7	40	3.7	21	8.4	36
West Virginia	249,404	4.3	37	6.1	49	10.4	46
Wisconsin	777,288	2.0	11	5.3	41	7.3	29
Wyoming	69,584	1.5	7	5.4	45	6.9	22
U. S. AVERAGE		2.6		3.6		6.2	

* Ranked from lowest to highest percent.

a - Excludes capital outlay and interest on school debt.

Source: National Center for Educational Statistics, Statistics of State School Systems, 1969-70, Elementary and Secondary Education.

Members of the Governor's Council of Economic Advisors have compiled information for the Governor's Education Study Committee to help it assess possibilities for financing future teachers' salaries and other education costs.

Future State Revenues

Drs. Thomas R. Beard and Loren Scott of LSU-Baton Rouge prepared revenue projection for Louisiana state government to 1979-80; this data was presented to the Governor's Education Study Committee on January 20, 1975. Two methods were used for the projections, but even the high estimate method presents a rather dismal outlook for the state insofar as future growth from its present revenue sources.

Drs. Beard and Scott concluded:

> Even the higher figures give little cause for optimism in that the projected yearly rates of growth in total revenues are consistently below the anticipated rate of price inflation. Thus, given the existing tax structure, state government will have a difficult time keeping up with the rate of inflation.

The primary reason for a slow rate of growth in future state revenues is that the state relies so heavily on income from its natural resources -- principally oil and gas through its severance tax, royalties, bonuses and rentals. Oil and gas production has been declining and seems likely to continue to do so. Policy changes at the federal level could alter this picture, such as lifting price controls which affect the amount of revenue the state can generate from its oil and gas severance tax as well as royalties.

Dr. Beard also presented to the committee on February 10 information from his publication, Financing Government in Louisiana, A Comparative Study (November 1974). This publication showed the Quindry-Engels (SREB) estimation of Louisiana's utilization of state and local tax potential. Compared to average rates for all states, Louisiana is over-utilizing the sales and various other excise taxes; the corporate income tax; the motor fuel (gasoline) tax; and the severance tax. It does have tax potential from the individual income tax, vehicle license tax and property tax. However, the rates of the income tax as well as deduction of federal taxes are "frozen" into the constitution so that a constitutional amendment would be required to change such provisions. The same is true of the vehicle license tax, since the $3 auto license tax is also stipulated in the constitution. The property tax is primarily a local tax, although the state could reimpose its 5.75 mill levy. All exemptions from the property tax are enumerated in the constitution so that a constitutional amendment would be required to alter these. Nevertheless, the property tax does appear to offer the greatest potential for additional revenues to finance education in the future.

Future Enrollments and Numbers of Teachers

Louisiana, like other states, was faced with a deluge of students into the public schools following the postwar baby boom of World War II. In recent years, however, there has been a decline in the birth rate (the number born per female of child-bearing age) as well as in the actual number of live births. As a result, enrollments in the elementary grades have already declined, and high school enrollments will begin tapering off soon.

Dr. Don Wilcox of Louisiana Tech University and a member of the Governor's Council of Economic Advisors has prepared for the Governor's Education Study Committee estimates of future enrollments in Louisiana's public schools to 1980-81 as well as the number of teachers required for such enrollments. (See Table 13.)

Dr. Wilcox's estimates take into consideration an increase in the number enrolled in kindergarten since Louisiana has had an inadequate number of such schools but is gradually increasing them. On the basis of estimated school-age population, elementary enrollments are projected to continue to decline until 1980-81 when Dr. Wilcox estimates a slight upturn due to a larger number of women in the child-bearing age group. (Since these children have not yet been born, it is certain whether an increase in the number of births will occur.) Dr. Wilcox estimates that secondary enrollments will decline; this seems certain since there has already been a decline in enrollments at lower grade levels and this drop will soon appear in high school enrollments. Dr. Wilcox's estimates of public school enrollments, shown in Table 13, indicate that the number enrolled will decrease from 818,455 actually in public school in 1973-74 to 756,806 by 1980-81 -- a drop of 61,649 students. Students enrolled in special education classes are not included.

TABLE 13.

PROJECTED MEMBERSHIP IN LOUISIANA PUBLIC SCHOOLS BASED ON MEMBERSHIP AT END OF FIRST REPORTING PERIOD, 1973-1980

GRADE LEVEL	MEMBERSHIP[1]	SCHOOL AGE[2] POPULATION	RATIO OF MEMBERSHIP TO POPULATION	TEACHER[3] REQUIREMENT
1973-74				
Kindergarten	33,178	65,166	.50913	1,255
Elementary 1-6	408,905	455,447	.89781	17,083
Secondary 7-12	376,372	491,479	.7657946	19,809
TOTAL	818,455*	1,012,092		38,147*
1974-75				
Kindergarten	40,905	65,878	.6209204	1,528
Elementary	392,440	440,841	.8902075	17,048
Secondary	381,995	490,014	.7795593	20,146
TOTAL	815,340*	996,733		38,722*
1975-76				
Kindergarten	42,534	65,437	.65	1,587
Elementary	381,928	427,212	.894	16,534
Secondary	376,582	489,067	.77	19,820
TOTAL	801,044	981,716		37,941
1976-77				
Kindergarten	42,431	62,398	.68	1,583
Elementary	370,254	414,154	.894	16,028
Secondary	374,584	486,473	.77	19,715
TOTAL	787,269	963,025		37,326
1977-78				
Kindergarten	46,551	65,565	.71	1,737
Elementary	356,835	399,144	.894	15,447
Secondary	372,428	483,673	.77	19,601
TOTAL	775,814	948,382		36,785
1978-79				
Kindergarten	50,327	68,010	.74	1,878
Elementary	351,578	393,264	.894	15,220
Secondary	361,841	469,923	.77	19,044
TOTAL	763,746	931,197		36,142
1979-80				
Kindergarten	54,325	70,552	.77	2,027
Elementary	351,538	393,219	.894	15,218
Secondary	352,404	457,668	.77	18,548
TOTAL	758,267	921,439		35,793

(Continued)

PROJECTED MEMBERSHIP IN LOUISIANA PUBLIC SCHOOLS BASED ON MEMBERSHIP AT END OF FIRST REPORTING PERIOD, 1973-1980

GRADE LEVEL	MEMBERSHIP[1]	SCHOOL AGE[2] POPULATION	RATIO OF MEMBERSHIP TO POPULATION	TEACHER[3] REQUIREMENT
		1980-81		
Kindergarten	58,507	73,134	.80	2,183
Elementary 1-6	356,695	398,988	.894	15,441
Secondary 7-12	341,604	443,642	.77	17,979
TOTAL	756,806	915,764		35,603

* Actual.

[1] Data for 1973-74 and 1974-75 from Circular No. 461, Louisiana State Department of Education, January 8, 1975.

[2] Age groups 5 years of age, 6-11 years of age, and 12-17 years of age correspond to Kindergarten, Elementary School, and Secondary School, respectively.

[3] Teacher Requirement is based on average ratios of 26.8, 23.1, and 19.0 to 1 for Kindergarten, Elementary School, and Secondary School, respectively (furnished by Louisiana State Department of Education). Includes teachers and principals allotted by state. Does not include teachers employed above the number allotted, special education teachers, nor teachers paid from federal funds.

Note: Grades seven and eight were considered secondary rather than elementary since most schools with these grades have "departmentalized" classes and hence the state allots teachers on the basis of the secondary rather than the elementary formula ratio.

Source: Prepared by Dr. Don Wilcox, Research Division, College of Administration and Business, Louisiana Tech University, and member of Governor's Council of Economic Advisors.

Assuming that the state's ratio for alloting teachers remains unchanged, a reduction in the number of students should bring a consequent reduction in the number of teachers whose salaries are paid by the state. Dr. Wilcox's estimates include principals since they are included in the state formula, but exclude special education teachers since there is a different allotment ratio and the state is encouraging the addition of such teachers. Also excluded are teachers whose salary is paid entirely by local school systems as well as teachers whose salary is paid from federal funds. The number of teachers to whom the state pays salaries is estimated to decrease from 38,147 in 1973-74 to 35,603 by 1980-81, a reduction of 2,544. Fewer teachers should mean the state would have more money to pay those teachers who are employed. However, the addition of special education teachers may mean no reduction in the total number of teachers employed in the future.

CHAPTER VI

A SURVEY OF THE PROFESSIONAL LITERATURE ON MERIT PAY PROGRAMS, DIFFERENTIATED STAFFING, ACCOUNTABILITY, AND RELATED TOPICS

I. Merit Pay Programs

Defined simply, merit pay programs are designed to pay individuals differently who are performing similar tasks at different levels of quality (Bhaerman, 1973;67). The merit pay concept has been resurrected a number of times among educational professionals in the United States, having a long life even if sporadic and unstable.

A Brief History

Love (1970) indicated that the first merit pay plan in the United States was administered in the Newton, Massachusetts school system in the early 1900's. Expanding merit pay programs floundered near the time of World War I when the average salaries of teachers in merit pay districts fell below those of other districts. The 1920's saw merit pay reach its peak, with the depression of the 1930's bringing increased inclination toward the fixed teacher salary schedule. Remmers (1963:367) reported that whereas in 1938, 20 percent of the school systems of a population of 30,000 or more persons had merit programs, only seven percent of similar size systems in 1957 had such programs, with half of these inoperable.

The 1950's saw a renewed interest -- merit pay, (Love, 1970), and the years since, another decline, caused in great part by teacher dissatisfaction (Kidwell, 1968:104). Kidwell reported that approximately one-half of the programs in operation in 1958 and which responded to his 1968 inquiry were still in operation one decade later.

In 1970 there were no merit programs in force in school districts of over 100,000 pupils (Elseroad, 1971:627), and striking lack of success in state-wide programs, as reported by Love (1970:25):

> A study of previous attempts at supporting merit pay on a state-wide level reveals much failure. Many state legislatures have at one time or another been interested in merit pay plans, and several have appropriated large sums of money for studies in this area. Ten states in the past twenty-five years or so have either carried out large scale experiments or studies dealing with merit pay plans, or they are contemplating doing so. Three states actually placed these plans into effect and later abandoned them after they were judged to be impractical. These states were Delaware, Florida, and New York.

In addition, Love reported that the Alabama Legislature enacted a merit pay program in 1969, but repealed it in a subsequent session before it went into effect. Merit programs found in Texas (Oates, 1965) all existed in districts of 50,000 or less average daily attendance, and were operated on very indefinite programs.

The Merit of Merit Pay

The universally reported purpose for merit pay plans is to improve instruction by rewarding the superior teacher. McKenna (1973 b:71) listed five advantages of merit pay, including: improved teacher-principal communication and planning, competition with other districts' salaries, increased teacher self-evaluation, compensation for a job well done, and compensation on criteria other than tenure and training. McDowell (1973:15) listed the following ten reasons which summarize the arguments for merit pay:

1) Teachers differ in their ability and efficiency; their salaries should be related to these differences.
2) Merit increments provide an incentive and a reward for superior service.
3) If we can rate for promotion and tenure, we can rate for salaries.
4) Industry uses merit rating; education can do the same.
5) The public is willing to pay high salaries to those who deserve them.
6) Only through merit rating can teachers attain professional status.
7) Merit rating will improve instruction.
8) Merit rating will reward those who deserve recognition.
9) Merit rating will stimulate administrators to be more concerned with the efficiency of their teachers.
10) Merit rating will be well worth the extra cost, for it will ensure the money is being wisely spent.

Given that these reasons for merit pay may be true, Remmers (1963:366) sums the difficulties with merit pay:

> The notion that superior teacher effectiveness should be rewarded by higher pay seems on its face to be eminently sensible. The rub is, of course, that no generally acceptable method of measuring merit is available.

Further research bore out the truth of that statement. Remmers (1963:366), Bhaerman (1973:64) and McKenna (1973:71) listed as the two main drawbacks to merit pay plans the lack of objectivity in evaluation and fear of teacher competition and increased tensions rather than cooperation. To these Remmers adds fear of favoritism, lowered morale of those "passed over," and the inability of teachers to make a self-assessment of their effectiveness (general tendency of all to rate self as "average"). Elseroad (1971:627) questioned the demonstrated validity of the evaluation instruments.

For each statement listed earlier in favor of merit pay, McDowell (1973:15) voiced an opposing view:

1) Differences in teaching efficiency cannot at the present be measured with sufficient accuracy for determining salaries.

2) Merit rating destroys co-operative staff teamwork.

3) Our rating methods are too crude to distinguish among fine gradations of teaching efficiency.

4) Industry and education are not analogous; teaching is an art.

5) The public will reject a plan in which only a fraction of its children are taught by superior teachers.

6) We should seek to improve all teachers, not merely to reward those who appear to excel.

7) Merit rating may improve the efficiency of some teachers, but will have an adverse effect on many others.

8) Merit rating will cause bitterness and disillusionment.

9) Merit rating will hinder effective supervision.

10) The additional cost of merit rating can be used more profitably in improving the efficiency of the entire staff.

Identifying Meritorious Service

There are generally considered to be two types of criteria by which effective teaching may be identified for merit pay purposes. Bhaerman (1973) listed these as the old style, which he identified as "input" measures, and the new style, which he identified as "output" measures. Input measures use rating scales to assess teaching quality as viewed by other professional staff members. Output measures are determined by objective measures of pupil growth and achievement, and will be dealt with later under the topic of "accountability."

The most common measure of subjective "input" factors is the rating scale. Several problems evolve with its use, however. McDowell (1973:15-16) reported an experiment in which 65 principals rated the teaching skill of a new teacher teaching a unit for 15 minutes. Evaluation of the teacher's skill ranged from "Exceptional: demonstrates a high level of professional skill," to "Doubtful: has not demonstrated suitability for teaching." Clarke (1973) found that ratings told as much about the rater as they did about the person being rated, and Furst (1971) emphasized the fact that, if a rating scale is used administratively, as in determining merit pay recipients, its value as an instrument for the improvement of instruction is lost, as teachers may try to "outfox" the device. The difficulties mentioned here are underscored by the finding of Tait (1971:111) that even teachers who felt teacher competency could not be measured could themselves identify "good" and "poor" teachers whom they knew.

Kidwell (1968:98) reported that most districts having merit pay plans used a combination of rating devices, and McCarter (1974:32) stressed that removal of subjectivity from the evaluation process was neither possible nor desirable. Use of a variety of subjective measures should assure reasonable objectivity, he reported.

Additional problems in evaluating teacher effectiveness will be dealt with in a later section.

Existing Merit Programs

In spite of the difficulties mentioned above in establishing merit programs, several such programs have been established and given wide publicity. The merit programs in Hartford, Connecticut (Chaplin, 1969), Ladue, Missouri (McKenna, 1973 b), and Glencoe, Illinois (Rice, 1971) are examples of such programs.

The Ladue, Missouri merit program has two aims: the improvement of performance and the relation of performance to salary. The evaluative criteria are broad, general guidelines (developed by the staff members themselves), and great responsibility rests with the principal. Peer and supervisory evaluation has been frowned upon. McKenna (1973) reported a salary schedule (updated beyond information in his article of 1973) as outlinedbelow:

Schedule of Incentive Salaries
Ladue, Missouri: District

Schedule	Minimum	Increments	Maximum
1	$8,000 - $8,600	$ 0-500	$10,500
	Advancement Increment	700	
2		0-700 up to	13,500
		0-300 up to	15,500
	Advancement Increment	1,000	
3		0-1,000 up to	16,500
		0-500 up to	20,500

The evaluative criteria contained several pages of statements concerning the following characteristics: 1) personal qualities of the superior teacher, 2) professional training and growth leading to superior teaching, and 3) evidences of superior teaching. McKenna (1975:letter) indicated that each "... successful program of this nature (merit plan) must be tailor-made to fit an individual district."

The Glencoe, Illinois career-teacher plan offered: 1) accelerated salary advancement, 2) salary placement beyond the stated maximum, and 3) career and non-career differentials for teachers with ten years or more in the profession (Rice, 1971). Two factors which contributed to the success of the Glencoe Program were an unusually healthy relationship between the teachers, administrators, board, and community, and a central decision-making role given the teachers. In the spring of 1970, the Glencoe faculty voted seven to one to strengthen the means of recognizing outstanding teacher performance (Rice, 1971:10). However, correspondence received by the Governor's Education Study Committee research staff in early 1975 indicated that the merit plan had been largely abandoned:

> I regretfully report that collective bargaining has eliminated virtually all of the merit provisions of the Glencoe Career-Teacher Plan. I sincerely doubt that the few remaining provisions are worthy of your review. (Young, 1975).

Prerequisite Conditions for Successful Merit Pay Programs

McDowell (1973) listed the following conditions which should be met in order to assure a successful merit pay program:

> Prerequisite Conditions:
>
> 1) The primary purpose must be to improve instruction, not merely to penalize unsatisfactory teaching or to require uniformity in teaching methods.
>
> 2) There must be acceptance of the plan by the teachers, the administrators, and the school board members.
>
> 3) All policy-making and administrative actions must be in harmony with the merit principle (attract and retain best teachers; reward only the most efficient teachers).
>
> 4) There must be mutual respect between the teachers and the administrators of the plan.
>
> 5) Teachers should participate in developing the plan, and there should be almost universal agreement on the criteria for measuring teacher performance.
>
> 6) Ample research and planning must precede the implementation of the plan (must be adapted to suit local conditions of the district).

7) The district should plan to make merit increments available to all teachers who meet the prescribed standards (no quotas).

8) The policy should be evaluated periodically: it must be dynamic and experimental; never inflexible or static.

Evaluation of Teachers:

9) There must be developed and validated a set of evaluative standards that can be applied with objectivity and reliability to individual teaching situations. Probably some form of rating sheet should be used. However, appraisal systems that have the appearance of objectivity through the superficial use of numerical scales, or whose reliability has not been demonstrated, are misleading as to their value and will ultimately do irreparable harm to the merit rating plan.

10) Continuous evaluation by teams of evaluators appears to be more useful than irregular evaluation by an irregular rater.

11) There must be ample time for the appraisal of teacher performance, an adequate number of properly trained supervisory and administrative personnel to carry out the evaluation, and sufficient assurance that the evaluation results will be thoroughly discussed with the teacher.

12) Evaluation for salary determination should be distinctly separate from evaluation for the improvement of instruction.

13) The administrative staff that evaluates teachers should itself be evaluated on the basis of established criteria and measuring instruments.

14) There should be provision for appeal by the teacher against the evaluation results.

Financing the Plan:

15) The basic scale of salaries must adequately reflect the importance of teaching.

16) The merit increments must be large enough to provide an incentive, and to justify a careful, systematic evaluation process.

17) Sufficient money must be made available to finance the plan adequately.

Sufficient attention on the merit pay issue should be given to the fact that there exists no state-wide plans (Love, 1970), and that existing plans are usually in small, wealthy, suburban districts close to colleges (Bhaerman, 1973). Though it is not reported in the literature, perhaps such districts share values common enough to permit a cohesive philosophy and mutual understanding. Another factor to consider is that successful merit systems usually have large incentive increments

($1,000 or more) above an already adequate base (Kidwell, 1968). Merit programs should entail a great deal of planning, which should include teachers at all stages of planning and decision making (Carpenter, 1959:68). Merit programs are likely to be costly: McDowell (1973:17) reported that the introduction of a merit plan may cost an additional 18 percent of the payroll. And finally, the use of merit pay plans by themselves has not been found to be the most effective means of attracting and holding teachers as they have been assumed to be (Carpenter, 1959:69).

Central to the problem of merit pay is reliable identification of teacher effectiveness, a discussion of which follows.

Conclusion

As a result of a review of the literature, the research staff concluded that it would be difficult to operate a successful merit pay plan on a statewide basis at this time.

Recommendations

The following recommendations are made:

1) That there be no mandated statewide merit pay plan for professional educators in Louisiana at the present time.

2) That individual parish or city systems be encouraged to operate merit pay plans if they should so choose.

3) That systems employing a merit pay plan be encouraged to meet the following criteria:

(a) involve teachers at all stages of the program planning;
(b) study thoroughly existing successful merit plans;
(c) judge merit by as defensible and objective criteria as possible;
(d) provide for evaluative input from as many sources as possible;
(e) provide for review of the evaluation;
(f) provide for continual revision of the program;
(g) provide an adequate salary base for all teachers;
(h) provide increments large enough to serve as an incentive.

II. The Evaluation of Teacher Effectiveness

The accurate evaluation of teacher effectiveness is widely recognized as a complex problem which defies precise measurement (Clarke, 1973; Flanders, 1969; Furst, 1971; McKenna, 1973a; Popham, 1971a; Remmers, 1963). Furst (1971) indicated that choosing the criteria by which the teacher will be evaluated is central to problems of research. Mitzel (1960) suggested that the criteria used in the evaluation of teacher effectiveness could be divided into three general types: product, process, and presage. Product criteria are those outcomes of the teaching process such as student achievement, and will be dealt with in the following section on "accountability." The process criteria deal with teacher behavior, student behavior, and interaction behavior. The presage criteria are those which are related to items such as probationary-tenure status, degree, years of teaching experience, participation in professional organizations, etc.

Some research attention has been directed toward the prediction of teacher effectiveness among student teachers on a variety of types of criteria. Flanders (1969:1434) reported a study in which researchers found the most consistent predictors were academic average and student teaching reports. Another study summarized by Flanders reported that the following criteria discriminated well between poor and excellent student teachers: 1) adaptability to a variety of teaching situations, 2) skills in planning, 3) resourcefulness in teaching, and 4) effective teacher-pupil relationships. A final study summarized by Flanders indicated that the best predictor of teacher effectiveness was a scale measuring democratic attitudes. Flanders (1969:1431) concluded that present studies indicate that "errors in selecting prospective teachers by a predictor test would be too high except in the most extreme and obvious cases."

Measurement of Teacher Effectiveness by Presage Criteria

Flanders (1969) reported studies which showed that teachers with one to three years of teaching experience made significant gains in solving simulated problem tasks in teaching reading and arithmetic. After three years, such progress seemed to level off, and Smith (1971:6) indicated that after 15 to 20 years experience, progress in these skills actually seemed to decline. Though it is not reported in the literature, such decline in skills could be due to attrition of more effective teachers to administrative posts or other positions. Flanders (1969:1433) reported further that "...training and years of experience appear to have no significant advantage or disadvantage...for measuring teacher competence...except that of greater objectivity." Smith (1971:6) reported a study which indicated that the effect of degree attained was not so important as the recency of involvement in educational training and concluded that efforts to have teachers continue their training seem justified. While presage criteria have greater objectivity than other types of teacher evaluation and enjoy wide usage, it is interesting to note that Jenkins (1974) reported that teachers themselves considered presage criteria generally less important than the other types, and specifically considered years of teaching experience least important of all. Jenkins found that teachers considered relationship with the class (rapport) the most important criterion of teacher effectiveness.

Measurement of Teacher Effectiveness by Process Criteria

Perhaps the most widely used criteria for measuring teacher effectiveness both in practice and in research are process criteria. Process criteria deal with teacher activities in the classroom. Soar (1973:209) argued that process criteria are the fairest ones by which to evaluate teachers, for just as doctors are not held responsible for effecting the cure of their patients but for prescribing a treatment which is known to be effective, so teachers should be held accountable for what they do (which is under their control), rather than for the outcome of what they do, which is not under their control (or not nearly so much so).

Flanders (1969:1424) reported that N.L. Gage, a recognized authority in the evaluation of teacher effectiveness, selected five global (process) characteristics of effective teachers: 1) warmth, 2) cognitive organization, 3) orderliness, 4) indirectness, and 5) problem-solving ability. Coleman (1973) listed four characteristics of effective teachers: 1) warmth, 2) indirectness, 3) cognitive development, and 4) enthusiasm. However, in another study reported by Flanders (1969), the author found that "...unsuccessful teachers appeared to lack sensitivity to and understanding of children's thinking and attitudes and to exhibit low capacity for effective structuring of instructional stations, _whereas no corresponding similarities between the most efficient teachers were discernible_." (emphasis added)

No single process criterion appears to be recognizable as uniquely indicative of teacher effectiveness.

The most commonly used method of evaluating process criteria is the rating scale. In an analysis of rating forms from 38 states, Ovard (1975:89-90) grouped characteristics rated under the three general headings: 1) professional relations and attitudes, 2) teaching techniques, and 3) personal characteristics of the teacher.

Ovard reported that another researcher devised the following 10 categories from 209 rating scales: 1) instruction; 2) classroom management; 3) professional attitude; 4) choice of subject matter; 5) cooperation; 6) personal habits; 7) health; 8) discipline; 9) appearance of the room; 10) personal appearance. Thus, there appears to be no uniformity in the items listed on rating scales used to evaluate teacher effectiveness. Incidentally, Scriven (1974) suggested that in the absence of weights obtained by a regressive analysis for each factor in the rating scale, that each factor be of equal weight, rather than having weights arbitrarily assigned.

Ratings of teacher effectiveness are usually obtained from one or a combination of the following sources: 1) self, 2) peers,3) students, and 4) supervisor or administrator (Flanders, 1969). Self-ratings and peer ratings proved to be of little worth in the literature. Self-ratings, in particular, reflect a consistent bias to over-rating, and would obviously be incapable of use where salary benefits were determined by self-evaluation of effectiveness.

Student evaluation of instruction is one direct attempt of letting the consumer evaluate the product. Flanders (1969) indicated that Gage found teachers were influenced in the direction of pupils' ideal teacher when given feedback of student ratings. In a factor analytic study, Remmers (1963) classified the following five factors of students' ratings of instruction: 1) affective merit; 2) cognitive merit in motivating learning; 3) cognitive merit in promoting comprehension (negative items); 4) cognitive merit in promoting comprehension (positive items); and 5) disciplinary ability. Sullivan (1974) found a modest but significant relationship between student evaluation of instruction and student achievement. Bryson (1974) reported similar findings. The teacher characteristics which students listed as most important to effective teaching were knowledge of subject matter and a sense of humor; those felt to be least important were age and sex (Buser, 1974). Buser found that the teacher behaviors students felt were the most important to effective teaching were listening to students and understanding students; those rated least important were attendance at extra-class activities and participation in extra-class activities.

Use of rating scales by administrators and supervisors (and others as well) to evaluate teacher effectiveness is not without criticism. Popham (1971) insisted that rating teachers by the process they employ is not reliable because different teachers may employ different techniques and be equally effective, due to differences in their personalities. The subjectivity of the ratings is another frequently listed problem (Popham, 1971; Kult, 1973). Kult also added that in specialized subject areas one person cannot be a qualified observer in all areas. Research does point to the fact that the teachers should be rated by the principal (Love, 1970); there is also some evidence that a combination of raters is preferred (Scriven, 1974). Teachers seem most willing to accept evaluation ratings when they are for purposes of instructional improvement and not administrative uses in merit pay plans or "witch hunts" (Bhaerman, 1973; Rose, 1964; Zelenak, 1974a, 1974b).

The analysis of classroom interactions between the teacher and students is an evaluation development appearing relatively recently on the educational scene. In interaction analysis, the researcher (or evaluator) observing the classroom indicates how many times a specific behavior occurs, such as the teacher smiling and showing verbal acceptance of a student's response, etc. Flanders (1969) called for more specific methods of quantifying interaction research variables more systematically. Soar (1973) indicated that interaction analysis may lead to the quantification of teacher behaviors which encourage pupil growth in the higher cognitive skills. Smith (1970) found that interaction analysis was very promising and indicated hopefulness that major breakthroughs in identifying teacher behaviors which are crucial to pupil achievement may be forthcoming.

Some researchers consider student achievement, the third type of criterion in this discussion, the ultimate criterion of teacher effectiveness. The accountability movement, a discussion of which follows, has as its base this philosophy.

Conclusion

As a result of the review of the literature, the research staff concluded that there exists no single criterion by which either teacher effectiveness or prospective teacher effectiveness can be judged.

Recommendations

The following recommendations are made:

1) That continued interest and research in the evaluation of teacher effectiveness be encouraged;

2) That the committee consider working with teachers, university personnel and/or educational consultants to devise objective criteria by which minimally acceptable performance will be judged.

III. Accountability: The Evaluation of Teacher Effectiveness By Student Achievement

Accountability generally deals with the teacher's producing evidence of the effectiveness of his instructions and accepting responsibility for such results (Popham, 1972c). Leon Lessinger, generally accepted as the father of the accountability movement, noted that accountability is simply "...the ability to deliver on promises" (Huber, 1974). Schwartz (1970) stated that "In its broadest sense, accountability in education means that schools, administrators, and teachers would be responsible for the improvement, or lack of it, in the performance of their students."

The accountability movement had as its base the measurement of instruction as stated in behavioral objectives (Ovard, 1975), a practice which has steadily gained ground in educational circles since the appearance of Bloom's *Taxonomy of Educational Objectives: Cognitive Domain* in 1957. Since most standardized achievement tests available were considered poor measures of teacher effectiveness by pupil achievement (Tyler, 1970), the accountability movement has called for the rapid development and wide circulation of criterion-referenced tests, instruments designed specifically to measure the degree to which a student has achieved the specific course objectives of his instruction. The difference between regular standardized achievement tests (often called norm-referenced tests in the literature) and criterion referenced tests is often given as the fact that norm-referenced tests are designed to discriminate between the achievement of learners (Tyler, 1970). This can be misleading. Criterion-referenced tests also discriminate between learners, but the discrimination is between those who can and cannot meet the criterion performance. In its earliest stages of development, the "measurement by objectives" movement stressed teacher made criterion referenced tests to measure students performance on specific instructional objectives.

Performance contracting (letting of educational contracts to private industries which guaranteed specified student results) was generally considered an intermediate step toward accountability (Page, 1972). The first performance contract receiving wide publicity was in October, 1969, in the Texarkana, Arkansas school district (Schwartz, 1970). While it first appeared to be overwhelmingly successful, later information indicated that a number of factors - especially teaching the test - tended to negate the effectiveness of the endeavor (Page, 1972). Page reported that in a subsequent massive Office of Education grant on performance contracting conducted in several states, that adequate research controls were imposed to prevent such factors as teaching the test and to reduce such factors as upward statistical regression, so that the resulting growth in pupil achievement could be attributable to "actual, general, transferrable skills in reading and arithmetic." The results indicated that such growth did not occur, and that "our skills in training do not seem the immediate solution to our problems in education" (Page, 1972:117). The accountability movement takes up with the classroom teacher where performance contracting left off with private enterprise: responsibility for educational outcomes.

General Objections to the Accountability Movement

The accountability movement is a popular one. A number of states have mandated accountability programs, and others can expect to have accountability programs thrust upon them unless they find evaluative criteria which will stand the test of public scrutiny (Ovard, 1975). Many administrators favor some kind of educational accountability program (Hickman, 1970c). However, the movement is not without its opponents. Popham (1972c) described an impending "showdown" between the "accountability gang" and the opponents - generally comprised of teachers. McCarter (1974) listed the following four pitfalls in using student achievement to evaluate teacher effectiveness:

1) difficulty in selecting appropriate objectives;
2) difficulty in appropriate testing of performance;
3) feasibility of testing for certain objectives;
4) lends itself to abuse, such as "teaching the test" etc.

Ornstein (1974) listed the following dangers:

1) most acquisition of learning ability occurs during pre-school years;

2) change factor grows more difficult as time progresses (i.e., greater difficulty encountered in overcoming a learning deficit in the ninth grade than in the sixth grade);

3) chance variations in guessing on pre- and post-test items due to small number of items on tests;

4) regression effects;

5) teaching for the test.

The objection most generally raised against evaluating teacher effectiveness is that it holds the teacher responsible for behaviors which are not entirely under his control (Adams, 1975; Shami, 1974). Dennis (1974) and Soar (1973) pointed out that the student himself plays a role in the educational process which lies well outside the realm of teacher responsibility. Research has shown that students themselves rank teacher influence on their basic values and behaviors a weak fourth place position behind peers and various family members (Harrison, 1973). Soar (1973) and Ornstein (1974) further indicated that expectations of parents as to intelligence and achievement are extremely important factors.

Another difficulty found in measuring teacher effectiveness by student achievement was the identification of essential higher-order objectives (Shami, 1974). Tyler (1970) indicated that great difficulty existed in establishing such goals, particularly in sciences and social sciences. Furst (1971) and McKeachie (1971) found that different kinds of teacher behavior encouraged different levels of student growth. Thus, when one asks, " '...which teacher is most effective?' we need to add further, 'For which objectives?' and, 'For which students?' " (McKeachie, 1971).

Other difficulties have been reported in the literature also. Flanders (1969) reported a study which cast doubt on the wisdom of judging teacher effectiveness by student achievement due to documented cases of variability in progress of classes under the same teacher. Scriven (1974) indicated that determining effectiveness by achievement of goals lacks exactness because the goals may be trivial or indefensible. McKenna (1973a) warned that working conditions (of the teacher), parents' expectations, students' readiness to learn, and expected learning outcomes should all be given proper consideration in determining teacher effectiveness by pupil growth.

Statistical Considerations

Measurement of teacher effectiveness by pupil achievement is by its very nature statistically oriented. Smith (1971) states that in order to do so accurately, three criteria must be met:

1) desired changes in the lives of students must be explicitly stated;
2) these changes must be measurable;
3) through experimental design we must be able to attribute the measured changes to the actions of the teacher.

The first of these criteria deals simply with the proper statement of instructional objectives. The second deals with statistical measurement of the degree of student attainment of the objectives. The third deals with determining who is accountable or responsible for the attainment or lack of attainment. In a very definitive article, Soar (1973) listed the following difficulties of a statistical nature that hinder the accountability movement from delivering what it promises:

1) Statistical regression (the tendency of students who scored low on a test to score higher on the next administration, and of students who scored high on a test to score lower on the next administration);

2) Group reference (the group to which post-test scores are adjusted by analysis of covariance: sub-group or total group);

3) Non-linearity of achievement (the tendency of middle groups to make greater gains than either the upper or lower groups of students);

4) Sophistication of measuring instruments (the ability of the instrument to truly measure what it purports to measure);

5) Teacher concentration on teaching low-standing students (in order to take maximum advantage of gain score improvement);

6) Teacher concentration on teaching the test material;

7) Teacher concentration on teaching principally the students who were evaluated in the fall and will be evaluated again in the spring (when a sampling of students is used for evaluation);

8) Level of cognitive skill emphasized (teachers may begin emphasizing the lower levels of cognitive skills in their teaching, since these levels are more easily measured and will be emphasized in evaluation. Such a reaction would obviously be self defeating to the broader aims of public education.).

The Kalamazoo, Michigan Accountability Program

The Kalamazoo Public Schools district is currently in its third year of operating an accountability program for the superintendent. The program has been expanded and now includes performance goals for administrators. Plans are to develop the evolving teacher evaluation scheme into a form which will permit salary adjustments to "reward excellence and discourage mediocrity" (Personnel, 1974:23). Input factors to be included in the model are: 1) student ratings, 2) principal ratings, 3) peer ratings, 4) self ratings, and 5) student achievement. The weight factor to be assigned each of these inputs has not been determined at the present. In the Kalamazoo plan each person is evaluated by his superiors, his peers, and those directly in his charge. The evaluation is performed in terms of stated objectives consistent with the individual's position (principal, teacher, etc.).

Porter (1972) identified six basic steps in the Kalamazoo Accountability Model:

1) The identification of common goals;
2) The development of performance objectives;
3) The assessment of needs;
4) The analysis of delivery systems;
5) The evaluation of programs;
6) Recommendations for improvement.

Kearney (1974) indicated that basic to the entire model was the identification of a common core of objectives that transcend local district boundaries. He stated that the department's position was that such a core of objectives does in fact exist, that they are identifiable through a rational process, and that the effort is worthwhile.

Some controversy exists in connection with the accountability plan in Kalamazoo. Betchkal (1974a) reported that a number of administrators in the system have resigned and are employed as administrators elsewhere. The Kalamazoo Association of School Administrators, which superintendent Coats had described as "alarmingly unionistic" is now dead, with no officers. One administrator leaving the system said that the board was "...recognized to be in opposition to its teachers." Another indicated that mutual trust and good will between administrators and the central staff was strained, and requested that a reporter not mention his name because he feared for his job.

Accountability Programs in Louisiana

Two innovative "accountability programs" existing in Louisiana have come to the attention of the Governor's Education Study Committee in sufficient detail to permit inclusion in this report.

St. Bernard Parish Accountability Program

The St. Bernard Parish School Board operates an accountability program based on continuous student progress and instruction by specific instructional objectives, coupled with measurement by both norm-referenced and criterion-referenced tests. Norm-referenced data are used for student placement purposes, and the criterion-referenced data determine the degree to which the students have achieved the stated instructional objectives. The teachers have been deeply involved in formulating the course objectives, and the entire operation is constantly being revised. One very desirable feature of the program is the computer test item analysis, indicating for each student items that were missed during evaluation and the objective to which each item related. Thus, one can determine an individual's achievement on each objective, or the achievement of an individual, class, or school on a particular objective, etc. However, no attempt has been made at the present to determine the levels of cognitive skills to which the various objectives are related.

The St. Bernard accountability program has several desirable features. Among them are increased community and school communication and support, the involvement of teachers in all phases of the work, and an enthusiastic staff. However, in contrast to other definitions and models of accountability, no plans were indicated for the ways in which teachers (and others) were to be held responsible for their effectiveness or lack of effectiveness.

Acadiana Shared Accountability Consortium

Six parishes in Southwest Louisiana (Acadia, Lafayette, Iberia, St. Landry, St. Martin, and Vermilion) with Title V, Part C funds and in cooperation with State Department of Education personnel have initiated a pilot project in shared accountability. Begun in the fall of 1974, the program involved a single subject in a single grade in a single school in each of the six parishes. The grade levels and subjects differed in the parishes, but several classrooms in each participating school were involved in the project. The program has been patterned somewhat after the St. Bernard accountability project, which is in considerably more advanced stages.

Like the St. Bernard program, the Acadiana Consortium has been developed as a "grass roots" project deeply involving the teachers and local staff from its inception. This is definitely seen to be one of its strengths. Also like the St. Bernard project, the Acadiana program is basically a "measurement by objectives" affair, and the extent of accountability is in increased understanding of, committment to, and knowledge of one's educational responsibilities. No wide-spread application of pupil achievement is immediately seen as an inflexible reflection of teacher effectiveness. These attributes are seen as positive aspects of the program.

Certain spin-off effects of the program have been seen. Among these are an increased communication between the community and school personnel, resulting in greater mutual support and agreement on common goals. Another spin-off effect which is highly desirable merits in the end a word of caution. Teacher enthusiasm has played a vital role in the success of the program. Schools, principals, and individual teachers were chosen to participate in the program on the basis of their ability, past performance, and willingness to "go the extra mile." These effective teachers were given an "experimental" project on which their personal input was given a great deal of attention from their local principal and parish superintendent to high-ranking officials from the State Department. The chance of creating a "Hawthorne effect" with this extra and special attention, enthusiasm, and effort is very great. A grave mistake could be made in refusing to recognize these factors.

In a letter dated March 14, 1975 to Superintendent of Education Louis J. Michot from the Shared Accountability Consortium, the following recommendations were made:

1) That the Governor and the Legislators should continue the moratorium on legislation for educational accountability, therefore allowing educational agencies with assistance from the State Department of Education and the aid of Federal funding through Title V, Part C to proceed cautiously and thoroughly.

2) That the current pilot project in Acadia, Lafayette, Iberia, St. Landry, St. Martin and Vermilion be expanded to the extent each participating parish requests.

3) That the developed model of shared accountability be submitted to you (Superintendent Michot) and your State Advisory Council for approval.

4) That the approved model be disseminated statewide.

5) That immediate statewide inservice workshops be conducted by teams of the project consortium and the State Department of Education.

6) That the State Board of Education consider increasing the existing 180 day school year to a 190 day school year for professional personnel. The 180 day instructional requirement shall remain intact. The additional 10 days are to be utilized for inservice in the following areas: (1) shared accountability, (2) managerial skills, (3) curriculum revision, and (4) implementation of any locally decreed educational improvement.

7) That the State Department of Education continue its support of Shared Accountability through training and staffing additional personnel to assist in the statewide implementation in the 1975-76 school year.

Conclusions

As a result of the review of the literature, the research staff concluded that the "accountability" programs existing in Louisiana had many desirable features but were less "threatening" than other accountability models with a more far-reaching concept, and that additional steps in the direction of educational accountability in Louisiana should be taken only with caution.

Recommendations

The following recommendations are made:

1) That there be no mandated statewide educational accountability model in Louisiana at the present time;

2) That measurement of educational attainment by specific instructional objectives be encouraged;

3) That teachers be deeply involved at all levels of developing local "measurement by objectives" accountability programs;

4) That teacher emphasis of the "higher cognitive skills" be encouraged;

5) That experimentation and innovation be encouraged by the state.

IV. Differentiated Staffing

Differentiated staffing is a plan whereby the educational staff - including classroom teachers - are assigned at various levels of responsibilities and pay. Some see differentiated staffing as a means of instituting merit pay plans; however, the two differ in that merit pay plans pay individuals for performing the same task at different levels of efficiency, and differentiated staffing plans pay individuals for the performance of different tasks with accompanying differences in responsibility (Bhaerman, 1973; Hickman, 1970; Richard, 1971). Hickman described a differentiated staff:

> A fully differentiated staff includes classroom teachers at various responsibility levels and pay - assigned on the basis of training, competence, educational goals, and difficulty of task - subject specialists, special service personnel, administrative and/or curriculum development personnel (who may also teach a percentage of the time), and a greater number of subprofessionals and non-professionals, such as teaching interns and teacher aides. (Hickman, 1970)

Clear identification of the roles and responsibilities of each member of a differentiated staff is an essential step, and should be in the hands of the certificated staff, according to an NEA Resolution (Richard, 1971). The atmosphere in which a differentiated staff is developed is also critical: an authoritarian atmosphere must give way to a democratic decision-making process (Keefe, 1971). Caldwell (1971b) saw the role of the principal as the implementor of the group decision.

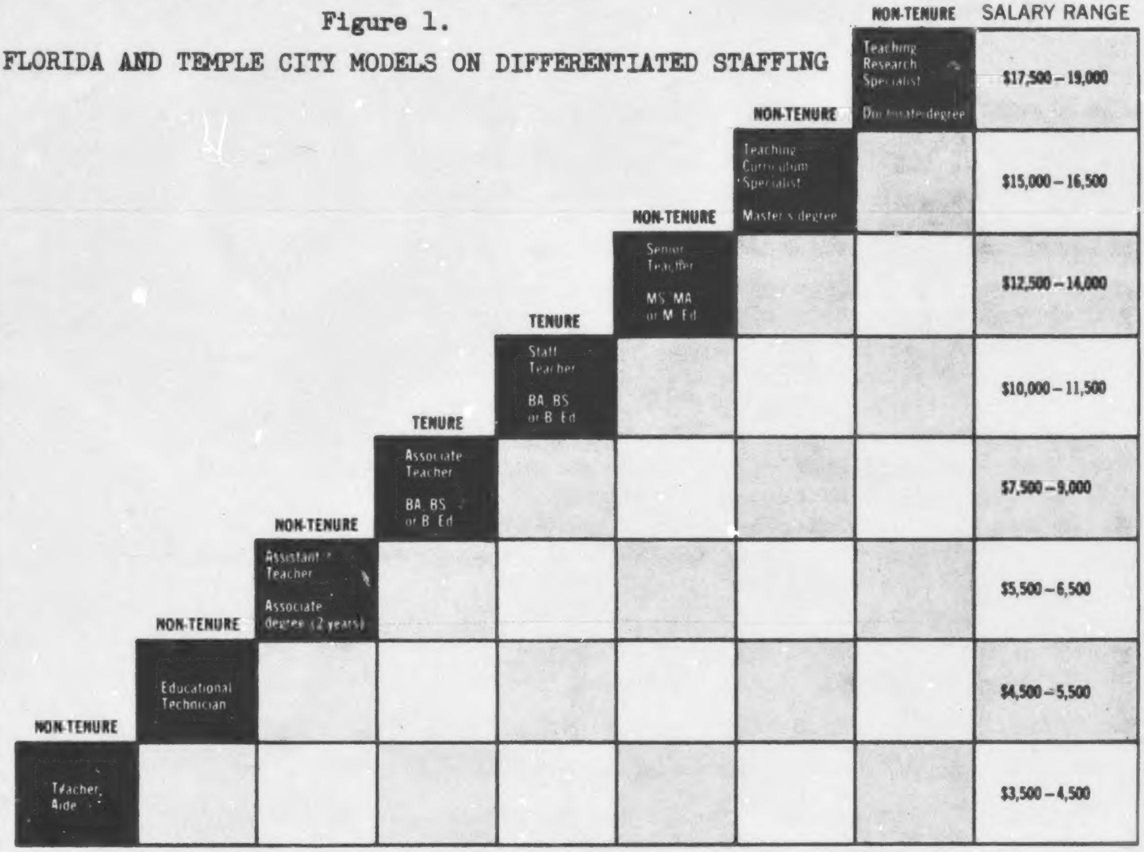
Existing Models

Richard (1971) indicated that differentiated staffing is more talked about than practiced, noting that in 1970-71 there were only about 100 plans in existence in the entire United States. Two models of differentiated staffs have served as patterns for others developed in the 1960s. These two are the Allen model and the Trump model (Keefe, 1971), of which the Temple City, California and the Florida plan are respective examples. Figure 1 diagrams the two models. The Allen - Temple City plan is often hailed as a subtle merit pay plan, emphasizing a hierarchy of responsibilities and pay. "The Trump Plan attempts to avoid the merit pay pitfall by emphasizing a peer relationship among teachers who exercise a differentiated responsibility." (Keefe, 1971:115).

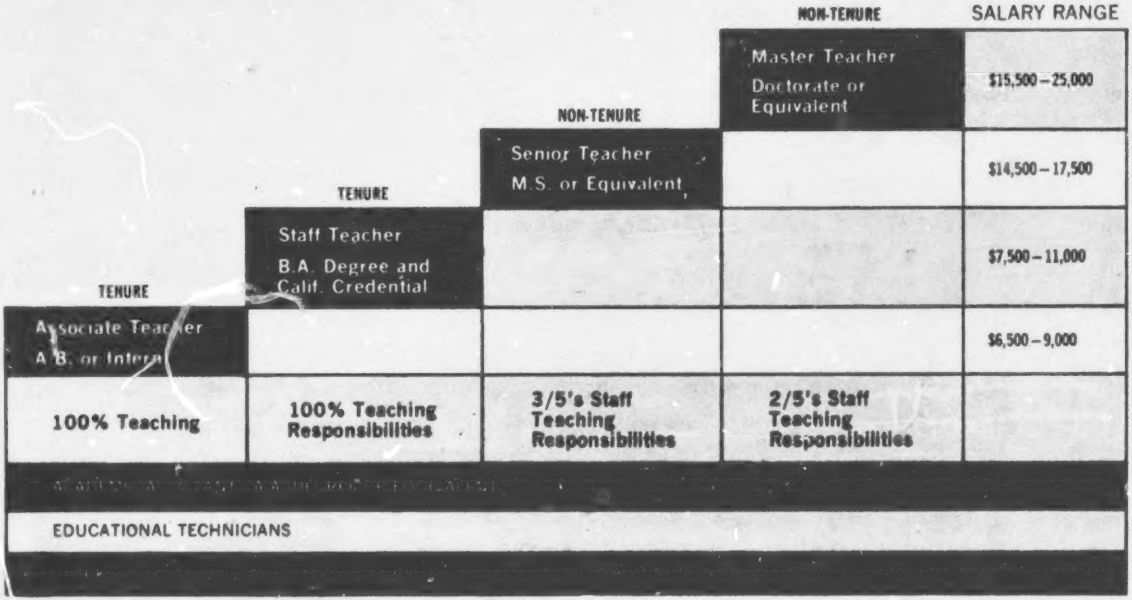
FLORIDA MODEL

Figure 1.

FLORIDA AND TEMPLE CITY MODELS ON DIFFERENTIATED STAFFING


NON-TENURE
SALARY RANGE
Teaching Research Specialist
Doctorate degree
$17,500 – 19,000
NON-TENURE
Teaching Curriculum Specialist
Master's degree
$15,000 – 16,500
NON-TENURE
Senior Teacher
MS, MA or M. Ed
$12,500 – 14,000
TENURE
Staff Teacher
BA, BS or B. Ed
$10,000 – 11,500
TENURE
Associate Teacher
BA, BS or B. Ed
$7,500 – 9,000
NON-TENURE
Assistant Teacher
Associate degree (2 years)
$5,500 – 6,500
NON-TENURE
Educational Technician
$4,500 – 5,500
NON-TENURE
Teacher Aide
$3,500 – 4,500

TEMPLE CITY MODEL


NON-TENURE
SALARY RANGE
Master Teacher
Doctorate or Equivalent
$15,500 – 25,000
NON-TENURE
Senior Teacher
M.S. or Equivalent
$14,500 – 17,500
TENURE
Staff Teacher
B.A. Degree and Calif. Credential
$7,500 – 11,000
TENURE
Associate Teacher
A.B. or Intern
$6,500 – 9,000
100% Teaching
100% Teaching Responsibilities
3/5's Staff Teaching Responsibilities
2/5's Staff Teaching Responsibilities
EDUCATIONAL TECHNICIANS

Source: The Nation's Schools, Vol. 85, No. 6, June 1970, p. 45.

Temple City Plan. Most differentiated staffing plans are more nearly related to the Allen plan than to the Trump plan. Keefe (1971) described the Allen-Temple city plan thusly:

> Professional teachers are organized on four levels: associate teachers, who are interns or "novice," and are given a formal schedule but few responsibilities; staff teachers, who have a regular teaching load and are aided by paraprofessionals; senior teachers, defined as "learning engineers," who are experts in particular subjects or skill areas, and the master teacher, who is the resident scholar and research expert. Teachers higher in this hierarchy have fewer teaching responsibilities and more professional advisory functions. Staff teachers are assisted by three levels of paraprofessionals: academic assistants, who serve as instructional aides; educational technicians, who bring multi-media skills and talents to the teaching team; and clerks, who function in the (normal clerical assistance fashion).

In the Allen plan, Associate teachers may be student teachers, interns, or probationary teachers, and have less responsible assignments than staff teachers. Staff teachers teach 100 percent of the time, Senior teachers 75 percent, and Master teachers perhaps as much as 40 percent. Variations of the Trump and Allen plans exist, and differ widely as each is adapted to meet the individual needs of the district.

Advantages and Disadvantages of Differentiated Staffing Plans

Hickman (1970a) indicated that differentiated staffing theorists assume three critical benefits:

1) Teachers will have an opportunity to pull themselves up a career ladder;

2) Good teachers can remain in the classroom instead of being 'kicked upstairs' into administration when a promotion is in order;

3) All students will benefit from the new organization because there will be more individualization of instruction.

To these, Richard (1971) added the following:

4) Permits increased individualization of teachers' tasks in an era when the teacher is expected to be an expert in all areas;

5) Increased opportunity to combine theory into practice in the teacher education program (through student teachers as aides, program developers at school, clinical diagnostic research directors, etc.);

6) Increased provision for governance of the profession;

7) Placement of curriculum policy decisions nearer to the pupils;

8) Increased community involvement.

And to these Keefe (1971) added:

9) Increased inclination toward innovation;

10) Improvement of curriculum organization and improvement;

11) The general advancement of the profession.

Richard (1971) summarized the more important advantages of a differentiated plan in this fashion:

> A differentiated plan provides an opportunity for teachers to specialize in a wide variety of teaching functions according to their own aptitudes, abilities, and interests. It also enables them to earn salaries based on the expertise and responsibilities needed to carry out their assigned functions.

In one of the very limited number of research articles on differentiated staffing, Planz (1971) found that the perceived degree of equity (similarity between "what I feel I am due in salary and rewards" and "what I am getting in salary and rewards") among male teachers under 35 years of age and with five or more years of experience was greater among teachers choosing to "stay" at a differentiated staff school than those teachers choosing to "stay" at a traditional school. Interestingly, those teachers "staying" in the profession gave as a primary reason a good salary, as did those teachers "leaving" the profession. Since both groups were earning essentially the same salaries, Planz concluded that the difference must be the reference salary.

As is true of any innovative program, differentiated staffing is not without its pitfalls. Keefe (1971) listed three:

1) required changes in role behavior on the part of administrators and teachers;

2) danger that differentiated staffing could become an end rather than a means to an end;

3) danger that differentiated staffing may foster the evolution of a more rigid hierarchy than the one that now exists in schools with self-contained classrooms.

To these, Richard (1971) added the following:

4) the danger that school boards may use differentiated staffing in an attempt to reduce cost by increasing the number of paraprofessionals and decreasing the number of professionals.

Hickman (1970b) and Caldwell (1971c) added:

5) the problems encountered in the assignment and evaluation of teachers.

Telfer (1971) indicated that the following could be a problem:

6) inability of some staff members to adjust to their new roles.

Caldwell (1971a), Hickman (1970b), and Telfer (1971) reported a final problem:

7) possible substantial cost of initiation and evaluation of program.

Essential Elements for a Successful Program

The needs of each district are unique, and differentiated staffing plans should be developed with these unique features in mind (Telfer, 1971). The most universally mentioned criterion for a successful program is the involvement of the teachers at the "grass roots" level, as they seek to develop a plan which will meet the unique needs of the district (Keefe, 1971; Charters, 1972; Richard, 1971). Richard summarized three essential steps for initiating a successful differentiated staffing plan:

1) begin with those staff members who are ready to go through the steps of innovation;

2) ensure wide involvement, at all levels of the profession, and including the community at large;

3) establish a climate for experimentation ("buy a license to experiment").

Differentiated Staffing Programs Existing in Louisiana

Two programs featuring some aspects of differentiated staffing came to the attention of the research staff in sufficient detail to be included in this report.

Chalmette High School (St. Bernard Parish). The St. Bernard Parish School Board employs a system at Chalmette High School which has some features described above as differentiated staffing. In addition to the regular teachers at Chalmette High School, who teach in a flexible scheduling arrangement, student teachers from the University of New Orleans spend the entire school day at the high school (for the duration of their college semester, at which time there is a turnover in student teachers), satisfying their college student teaching requirements and working (for compensation) in the school for the remainder of the day. Their work is under the direction of a fully certified teacher, and may be spent in instruction, special assistance to small groups, etc.

In addition to these student teacher "interns," called instructional assistants, are clerical aides and general aides, both of whom are generally housewives from the immediate community. There is no differentiation of the permanent professional teaching staff.

In making the change to the differentiated plan, 15 teachers were replaced with 45 paraprofessionals. While the student to teacher ratio rose as a result of this change, the student to adult ratios was reduced to 16:1.

Some aspect of differentiated staffing is also achieved by having selected teachers work on curriculum revision projects beyond the regular school year, and at additional compensation.

The features of the St. Bernard differentiated staffing program seemed to meet their needs well. Resulting enthusiasm and commitment seemed evident among the staff; such innovative projects should be encouraged.

Caddo Parish Differentiated Staffing Plan. The Caddo Parish School Board has operated a plan exhibiting features of differentiated staffing on a parishwide basis since 1970. The program accounts for the employment of 144 coordinating teachers, some of whom teach one or two classes daily and are given additional compensation for additional days of employment. These coordinating teachers are assigned at the elementary level on the basis of one for every ten teachers, and at the middle and secondary schools on the basis of one for every 15 teachers. These coordinating teachers work directly with the classroom teachers in classroom planning, curriculum revision, and other such related matters. Personnel in the Caddo Parish school system feel that the employment of the coordinating teachers is essential to their program and that a non-graded program would not be possible without such teachers.

Conclusion

As a result of the review of the literature, the research staff concluded that some degree of differentiated staffing offers possibilities for the improvement of the quality of education in Louisiana.

Recommendations

The following recommendations are made:

1) That the State Department of Education develop a salary schedule which will reflect the remuneration for varying degrees of professional responsibility among teachers;

2) That acceptance of this salary schedule be made available to the individual parish and city systems (the systems should not be required to appoint teachers to levels of higher prestige and salary if there exists in their organizational structure no plan for definitive additional responsibilities);

3) That specific roles and responsibilities for persons be developed at the local level with the mutual cooperation of the local staff, including teachers at every stage of development;

4) That local systems encourage their professional staff to plan and execute their growing professional responsibilities;

5) That local experimentation and innovation with differentiated staffing programs be encouraged by the state.

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CHAPTER VII

TEACHER CERTIFICATION AMONG THE STATES

This chapter focuses on the utilization of teacher certification standards and practices as a means of achieving more effective teaching.

In recent years, there has been a noticeable increase of interest in teacher certification at both local and national levels. Among the factors contributing to this concern has been a growing dissatisfaction with student achievement and development on the part of educators, parents and public officials. Some have been heard to say that "our schools are failures;" for too large a proportion of students graduate from high school without having the skills which they need in order to function in society. While it is easy to attribute unsatisfactory student development to the need for educational change, it is difficult to determine what changes should be made.

Many studies have been reported in the literature documenting assertions that school-based learning is influenced by a variety of school-linked variables, including the curricula, physical resources, administrative and management practices, and teaching performance.[1] Recently it has been observed that a growing number of the critics of the educational system are inclined to believe that the performance of the teacher is one of the most important variables in influencing school-based learning. To some extent this view has been supported by the Coleman study on equality of educational opportunities.[2]

The major concerns of this document are to present an analysis of national trends in teacher certification standards and practices, and to recommend a teacher certification model for Louisiana. Emphasis will be on (1) who should certify teachers (dealt with in Chapters VIII, XI and XII, (2) what are the bases for certifying teachers, (3) what are the procedures and requirements for renewing certificates, and (4) how the process of teacher certification can be used to achieve effective teaching. The principal research sources are the current state teacher certification manuals received from forty-eight states and studies of teacher certification by the National Education Association.

Teacher certification is a process of authorizing individuals with certain credentials to perform specific school services. Through the process of teacher certification, teachers and other professional school personnel are provided with legal evidence of their competence. As notes Stinnet, the generally accepted purposes of teacher certification are "to protect children from the unqualified, to safeguard public funds and to protect the competent practitioner against the unfair competition of the substandard or unqualified."[3]

History of Certification

Certification of teachers, as it is commonly defined today, dates back to 1825 when the state of Ohio designated county examiners to determine who should be certified to teach. From 1825 to the early part of the nineteenth century, the authority to certify teachers was shared between county or parish superintendents and state authorities. Significantly, the examination system was the principal means of determining who was qualified to teach.

During the latter part of the nineteenth century, the practice of certifying teachers on the basis of the completion of a prescribed curriculum emerged, and it found expression in the establishment of normal schools for training elementary and secondary school teachers. Individuals who completed state approved normal schools were automatically certified to teach. Paralleling the emergence of prescribed curriculums as a basis for preparing and certifying teachers was the shift in the certifying authority from the local level to the state level. According to Stinnett, "the trend toward centralization of certification in the state department of education was accelerated by the origin and growth of the practice of accepting normal-school diplomas in lieu of written or oral examinations."[4]

By the end of the sixties, all states had placed in their respective departments of education the responsibility for teacher certification standards and for determining who should be issued certificates.

Generally, certification requirements were based on course credit and grades; applicants were required to present evidence of having earned a specified number of credits in general education, specialized education, and professional education.

Some states required teacher education graduates to pass a national or state proficiency examination as a prerequisite to certification. In 1967 it was found that six states used the National Teacher Examination and nine states used proficiency examinations.[5] By 1974, however, the number of states requiring proficiency examinations for teacher education graduates had been reduced to only three -- Mississippi, North Carolina, and South Carolina.[6] It is apparent that this decline has been due to court decisions which have tended to outlaw the use of proficiency examinations for certification purposes.

Presently, the dominant practice in state certification of teachers is the approved-program approach: certification based on the "recommendation of the approved teacher education institution that the applicant has completed the approved program and is judged to be qualified, on the basis of preparation and other specified factors to perform a specified teaching service... according to the minimum prescriptions of the state."[7]

It appears that this development has been motivated by (1) the view held by some educators that there should be greater involvement of both local school systems and higher educational institutions in teacher certification, (2) the performance-based teacher education and certification movement, (3) the teachers' concern for a greater role in the governance of the teaching profession, and (4) the movement, in some states, to permit teachers to negotiate contracts and working conditions with school districts.

STATE REQUIREMENTS FOR CERTIFICATION

Issuing Initial Certificates. It is apparent from an analysis of Table 1 that the basic criteria for issuing teaching certificates centered on course requirements and teaching experience. All states have established as a basic requirement for the initial professional certificate a bachelor's degree from a state approved teacher education program. As indicated earlier, an approved program is one which has been certified by the state department of education to be offering various teacher education curriculums which meet state standards for the preparation of public school teachers. While all states required instruction in general education, specialized subject matter and methodology, there were differences in specific requirements.

It is interesting to note that by 1961 all states had established the bachelor's degree as the minimum preparation for high school teachers.[8] Only forty-three states, however, enforced the minimum requirement of a bachelor's degree for elementary school teachers. This difference may be attributed to the view held by some that more knowledge is required to teach

TABLE 1.

BASIC TEACHER CERTIFICATION STANDARDS AND REQUIREMENTS BY STATES
1974-75

STATE	FEE	TYPE OF CERTIFICATION	MINIMUM REQUIREMENTS	DURATION OF VALIDITY	RENEWABLE REQUIREMENTS
Alabama	$ 2.00	Class B	Bachelor's degree	8 yrs.	Eight hours graduate or undergraduate study or four years of use
		Class A	Master's degree; eligible for Class B	10 yrs.	Eight hours graduate study or five years of use
		Class AA	Completion of approved sixth year program	12 yrs.	Eight hours graduate study or six years use
Alaska	$30.00	Type A	Bachelor's degree	5 yrs.	Evidence of satisfactory service and six hours of study during the life of the certificate
Arizona	$ 8.00	Basic	Bachelor's degree	6 yrs.	Renewable for six years with continuous use or renewable credits
		Standard	Master's degree	6 yrs.	Renewable for six years with continuous use or renewable credits
Arkansas	None	Six-year Certificate	Bachelor's degree	6 yrs.	Three years of teaching; six semester hours credit from accredited institution
		Graduate Certificate	Master's degree; eligible for standard certificate	10 yrs.	Three years of teaching; six hours of credit

(Continued)

BASIC TEACHER CERTIFICATION STANDARDS AND REQUIREMENTS BY STATES
1974-75

STATE	FEE	TYPE OF CERTIFICATION	MINIMUM REQUIREMENTS	DURATION OF VALIDITY	RENEWABLE REQUIREMENTS
California	$ 20.00	Initial Certificate	Bachelor's degree; passage of subject matter examination, or its waiver	5 yrs.	Completion of specific requirements
		Standard	One year of approved graduate study; and two years of satisfactory experience in California	Life	
Colorado	$ 5.00	Type A	Bachelor's degree or higher (Certificate may be issued to degree holders with five years of teaching and/or satisfactory score on NTE)	5 yrs.	Six additional hours of approved study
		Type B	Three years of successful service under Type A; completion of a planned sequential fifth-year program	10 yrs.	Six additional hours of study during the preceding five-year period
Connecticut	None	Provisional	Bachelor's degree	5 yrs.	Renewable once for five years on five years of teaching experience
		Standard	Three years of teaching on a Provisional Certificate; completion of a fifth-year program or the Master's degree	Life	

(Continued)

BASIC TEACHER CERTIFICATION STANDARDS AND REQUIREMENTS BY STATES
1974-75

STATE	FEE	TYPE OF CERTIFICATION	MINIMUM REQUIREMENTS	DURATION OF VALIDITY	RENEWABLE REQUIREMENTS
Delaware	$10.00	Initial Standard	Bachelor's degree;	10 yrs.	
		Professional Standard	Bachelor's degree; three continuous years of experience in Delaware	5 yrs.	Three years of teaching during five-year period
District of Columbia	None	Probationary-Standard	Bachelor's degree	Information not available	Information not available
		Standard	Bachelor's degree	Information not available	Information not available
Florida	$12.00	Graduate Rank 3	Bachelor's degree	5 yrs.	Each extension for all standard certificates shall be for a period of time equal to the original period of validity.
		Post Graduate Rank 2	Master's degree; graduate major in a single certification field; qualifies for Graduate Rank 3; meets specialization requirements	10 yrs.	Certificate extended for one of seven (7) plans listed: a. College credit — six (6) hours b. Supervision of Student Teaching plus three (3) hours college credit c. Educational Travel plus three (3) hours college credit d. Military Service

(Continued)

BASIC TEACHER CERTIFICATION STANDARDS AND REQUIREMENTS BY STATES
1974-75

STATE	FEE	TYPE OF CERTIFICATION	MINIMUM REQUIREMENTS	DURATION OF VALIDITY	RENEWABLE REQUIREMENTS
Florida (continued)					**e. Inservice education participation in a school board approved program** f. Teaching performance if holder of Rank 2, Rank 1A or 1 certificate
		Special Post Graduate Rank 1A	**Sixth-year post-master's level degree, or thirty (30) hours graduate credit on a planned doctoral degree; meets specialization requirements**	10 yrs.	
		Advanced Post Graduate Rank 1	Doctor's degree; doctoral major in a single certification subject; meets professional preparation requirements		

(Continued)

BASIC TEACHER CERTIFICATION STANDARDS AND REQUIREMENTS BY STATES
1974-75

STATE	FEE	TYPE CERTIFICATION	MINIMUM REQUIREMENTS	DURATION OF VALIDITY	RENEWABLE REQUIREMENTS
Georgia	None	Provisional Fourth Year (B-4)	Bachelor's degree	3 yrs.	Not Renewable
		Associate Professional (T-4)	Bachelor's degree based on approved teacher education program	3 yrs	Ten quarter hours of senior college or graduate credit or the equivalent inservice training in an area of assessed need.
		Provisional Fifth Year (B-5)	Master's degree; eligibility for (B-4) or (T-4)	3 yrs.	Not Renewable
		Professional Fifth Year (T-5)	Eligibility for Professional (T-4); Master's degree	5 yrs.	Same as for T-4
		Career Professional Fifth Year (CT-5)	Eligibility for T-5; three years teaching	5 yrs.	Ten quarter hours of graduate credit or equivalent in-service training in an area of assessed need
		Specialist's Sixth Year (TS-6)	Eligibility for CT-5; Sixth-year degree program; three years teaching; required scores on NTE	7 yrs.	Same as T-5
		Doctoral (D-7)	Three years experience; completion of doctoral degree program; eligibility for TS-6	7 yrs.	Same as T-5

(Continued)

BASIC TEACHER CERTIFICATION STANDARDS AND REQUIREMENTS BY STATES
1974-75

STATE	FEE	TYPE OF CERTIFICATION	MINIMUM REQUIREMENTS	DURATION OF VALIDITY	RENEWABLE REQUIREMENTS
Hawaii	None	Basic	Bachelor's degree	Life	
		Advanced	Bachelor's degree plus 30 hours or Master's degree	Life	
Idaho	$10.00	Standard	Bachelor's degree	5 yrs.	Renewable for five years upon application
		Advanced	Master's degree; eligibility for Standard Certificate	5 yrs.	Renewable (terms not available)
Illinois	$10.00	Provisional	Bachelor's degree from another state	2 yrs.	Not Renewable
		Standard	Bachelor's degree	4 yrs.	Renewable indefinitely with successful teaching
Indiana	$ 5.00	General Provisional	Bachelor's degree	5 yrs.	Renewable once for two (2) years; twenty seven (27) hours toward a Master's degree
		Professional	Master's degree; three years of teaching	Life	

(Continued)

BASIC TEACHER CERTIFICATION STANDARDS AND REQUIREMENTS BY STATES

1974-75

STATE	FEE	TYPE OF CERTIFICATION	MINIMUM REQUIREMENTS	DURATION OF VALIDITY	RENEWABLE REQUIREMENTS
Iowa	$15.00	Professional Certificate	Bachelor's degree	10 yrs.	Renewable for ten years with six approved hours and one year of experience
		Permanent Professional Certificate	Master's degree; eligible for Initial Certificate; four years of teaching	Life with eight months of use (160 days) every five years	
Kansas	$ 5.00	Three-Year	Bachelor's degree	3 yrs.	Renewable for five years on eight (8) hours of college credit and use; Master's degree holders may be granted two renewal periods with three years experience. Most recent five-year certificate
		Five Year	Two years, recommendation of employment	5 yrs.	Eight hours college credits; (Master's degree holders six hours); three years teaching
Kentucky	None	Provisional	Bachelor's degree	10 yrs.	May be extended for life on completion of the Planned Fifth-Year Program; and three years of successful teaching
		Standard Professional	Master's degree; eligible for Provisional	10 yrs.	Life extension on three years of successful teaching

(Continued)

BASIC TEACHER CERTIFICATION STANDARDS AND REQUIREMENTS BY STATES
1974-75

STATE	FEE	TYPE OF CERTIFICATION	MINIMUM REQUIREMENTS	DURATION OF VALIDITY	RENEWABLE REQUIREMENTS
Louisiana	None	Temporary	Request of employing superintendent and his statement that certified teachers are not available	1 yr.	Employing superintendent's request; six hours earned toward a permanent certificate
		Type C	Bachelor's degree	3 yrs.	
		Type B	Bachelor's degree; three years of successful experience	Life for continuous service	
		Type A	Master's degree; five years teaching experience	Life for continuous service	
Maine	None	Provisional	Bachelor's degree	5 yrs.	Issued on successive five-year terms on evidence of satisfactory professional service and specific course work
		Professional	Master's degree or 30 hours in an approved program; three years of experience with "Provisional Certificate"	10 yrs.	Same as for Provisional
Maryland	$10.00	Standard Professional	Bachelor's degree	5 yrs.	Renewable for seven years on six hours of additional college work or approved in-service study; recommendation of local superintendent

(Continued)

BASIC TEACHER CERTIFICATION STANDARDS AND REQUIREMENTS BY STATES

1974-75

STATE	FEE	TYPE OF CERTIFICATION	MINIMUM REQUIREMENTS	DURATION OF VALIDITY	RENEWABLE REQUIREMENTS
Maryland (continued)	$10.00	Advanced Professional	Master's degree or equivalent; three years of successful teaching in Maryland on a Standard Certificate	10 yrs.	Renewable for ten-year periods with use and recommendation of local superintendent
Massachusetts	$10.00	Standard	Bachelor's degree or Four-Year Normal	Information not available	Information not available
Michigan	None	Provisional	Bachelor's degree	6 yrs.	Ten hours of additional satisfactory credit
		Continuing Certificate	Eighteen hours of graduate study; three years of teaching; qualify for "Provisional"		One hundred (100) days of use in a five-year period
Minnesota	$10.00	Entrance	Bachelor's degree	2 yrs.	Renewable up to five-year periods on one year of teaching experience
		Continuing (5-Year) Certificate	Bachelor's degree; holds Entrance Certificate	5 yrs.	One year of teaching; 120 renewable units. Renewable units may be granted for the following experiences: —College course work and related work —Attendance at professional meetings —Participation in in-service meetings —Involvement in research and innovative plans

(Continued)

BASIC TEACHER CERTIFICATION STANDARDS AND REQUIREMENTS BY STATES

1974-75

STATE	FEE	TYPE OF CERTIFICATION	MINIMUM REQUIREMENTS	DURATION OF VALIDITY	RENEWABLE REQUIREMENTS
Mississippi	None	Class A	Bachelor's degree	5 yrs.	**Renewable once for five years**
		Class AA	Master's degree; eligible for Class A	10 yrs.	Renewable for ten years
Missouri	None	Certificate	Bachelor's degree	Life	
Montana	$10.00	Class 2 (Standard)	Bachelor's degree	5 yrs.	Four hours upper division or graduate study
		Class 2 (Professional)	Master's degree or approved fifth-year program; three years of successful experience	5 yrs.	One year of successful teaching during life of certificate
Nebraska	$ 8.00	Pre-Standard	Bachelor's degree	5 yrs.	Six hours of college work, or equivalent, related to the area in which the applicant has taught or plans to teach
		Standard	Eligibility for Pre-Standard; three years teaching	10 yrs.	Compliance with requirement in effect; three years teaching; or six hours of college work, or equivalent, related to what applicant has taught or plans to teach
		Professional	Master's degree or fifth-year program; eligibility for Standard	Life	Continuous teaching

(Continued)

BASIC TEACHER CERTIFICATION STANDARDS AND REQUIREMENTS BY STATES
1974-75

STATE	FEE	TYPE OF CERTIFICATION	MINIMUM REQUIREMENTS	DURATION OF VALIDITY	RENEWABLE REQUIREMENTS
Nevada	$ 3.00	Elementary Limited	Bachelor's degree	5 yrs.	Not Renewable
		Elementary	Bachelor's and completion of an approved program for elementary teachers	5 yrs.	Renewable on six hours of credit or submission of evidence of professional growth accomplished during the term of the certificate
		Elementary Professional	Master's degree or completion of fifth-year program; three years of experience under Elementary Certificate	6 yrs.	Three hours credit
		Secondary	Same as Elementary	5 yrs.	Same as Elementary
		Secondary Professional	Same as Elementary Professional	6 yrs.	Same as Elementary Professional
New Hampshire	$10.00	Provisional	Bachelor's degree	4 yrs.	Not Renewable
		Standard	Completion of State Board of Education approved programs or individualized program developed by employing school district; three years of experience	5 yrs.	Recommendation of employing superintendent
		Professional	Three years experience; graduate degree; recommendation of superintendent	5 yrs.	Recommendation of employing superintendent

(Continued)

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BASIC TEACHER CERTIFICATION STANDARDS AND REQUIREMENTS BY STATES

1974-75

STATE	FEE	TYPE OF CERTIFICATION	MINIMUM REQUIREMENTS	DURATION OF VALIDITY	RENEWABLE REQUIREMENTS
New Jersey	$10.00	Temporary	Bachelor's degree	1 yr.	Correction of deficiences as specified by Bureau of Teacher Education and Academic Credentials
		Regular	Bachelor's degree in approved program	Life	
New Mexico	None	Provisional Four-Year	Bachelor's degree	4 yrs.	Once for five years; eight hours of a planned five-year program
		Continuing	Bachelor's degree + 30 hours; three years of experience	5 yrs.	Three years teaching; six hours of approved study
		Professional	Master's degree	Valid for continuous service	
New York	$ 5.00	Provisional	Bachelor's degree	5 yrs.	Renewable; terms not available
		Permanent	Bachelor's degree + 30 hours	Life	
North Carolina	None	Elementary	Bachelor's degree; NTE	5 yrs.	Renewable for five-year periods on six credit hours or six-unit combination of college study, experience, workshop or travel
		Elementary (Graduate)	Qualify for initial Master's degree	Information not available	Information not available
		Secondary	Bachelor's degree; NTE	5 yrs.	Information not available

(Continued)

BASIC TEACHER CERTIFICATION STANDARDS AND REQUIREMENTS BY STATES
1974-75

STATE	FEE	TYPE OF CERTIFICATION	MINIMUM REQUIREMENTS	DURATION OF VALIDITY	RENEWABLE REQUIREMENTS
North Carolina (continued)	None	Secondary (Graduate)	Qualify for initial Master's	Information not available	Information not available
North Dakota	$ 5.00	First Grade Professional	Bachelor's degree	3 yrs.	Renewable on successful experience
Ohio	$ 2.00	Initial	Bachelor's degree	5 yrs.	Successful experience
		Professional	Three years teaching; eighteen hours of additional study	5 yrs.	Successful experience
		Permanent	Qualify for professional Master's degree or equivalent; five years experience; employed full-time in Ohio	Life	
Oklahoma	$ 1.00	Standard	Bachelor's degree	5 yrs.	Three years of teaching or eight credit hours during the five year period
		Professional	Standard Certificate; Master's degree and three or more years of teaching experience	7 yrs.	Three years of use and eight credit hours
Oregon	$15.00	Basic Elementary	Bachelor's degree	3 yrs.	One year of experience during life of the certificate provided renewal application is filed within five years of last year of teaching; otherwise six study hours are required.

(Continued)

BASIC TEACHER CERTIFICATION STANDARDS AND REQUIREMENTS BY STATES
1974-75

STATE	FEE	TYPE OF CERTIFICATION	MINIMUM REQUIREMENTS	DURATION OF VALIDITY	RENEWABLE REQUIREMENTS
Oregon (continued)	$15.00	Basic Secondary	Bachelor's degree	3 yrs.	Basic Secondary renewable once for three (3) years of sixteen (16) hours additional upper division or graduate work
		Standard	Master's degree; two years of successful teaching; qualify for Basic Certificate	5 yrs.	Renewable with use
Pennsylvania	None	Instructional I	Bachelor's degree	3 yrs.	Must be converted to II
		Instructional II	Bachelor's degree + 24 graduate hours and three years of successful teaching	Life	
Rhode Island	None	Provisional	Bachelor's degree	6 yrs.	Not Renewable
		Professional	Master's degree or 36 hours of graduate study; three years experience under Provisional	Life	
South Carolina	None	Class III	Bachelor's degree	5 yrs.	Renewable for five-year periods with six additional graduate or advanced undergraduate hours during the life of the certificate
		Class II	Bachelor's degree plus 18 graduate hours	Information unavailable	Information unavailable
		Class I	Master's degree; eligible for Class III	Information unavailable	Information unavailable

(Continued)

BASIC TEACHER CERTIFICATION STANDARDS AND REQUIREMENTS BY STATES

1974-75

STATE	FEE	TYPE OF CERTIFICATION	MINIMUM REQUIREMENTS	DURATION OF VALIDITY	RENEWABLE REQUIREMENTS
South Carolina (continued)	None	Class I - Advanced	Doctorate degree; eligible for Class III	Information unavailable	Information unavailable
South Dakota	$ 5.00	Standard	Bachelor's degree	5 yrs.	
		Advanced Professional	Master's degree or 30 graduate hours; five years of experience	Life	Eight months of teaching during the five-year period; or earn six semester hours credit; or engage in other educational work during the five-year period
Tennessee	$ 2.00	Professional	Bachelor's degree	10 yrs.	Renewable on five years experience and six additional hours
		Interim for those who meet all standards	Bachelor's degree	1 yr.	
Texas	$ 3.00	Certificate	Bachelor's degree	Life	
		Professional	Bachelor's degree + 30 hours	Life	
Utah	$ 2.00	Basic Professional Certificate	Bachelor's degree	5 yrs.	Six hours approved graduate study
		Professional	Three years teaching under Basic; completion of a five-year program	Life	

(Continued)

BASIC TEACHER CERTIFICATION STANDARDS AND REQUIREMENTS BY STATES

1974-75

STATE	FEE	TYPE OF CERTIFICATION	MINIMUM REQUIREMENTS	DURATION OF VALIDITY	RENEWABLE REQUIREMENTS
Vermont	$10.00	Professional Probationary	Bachelor's degree	1 yr.	Recommendation of employer. Renewable annually up to four years.
		Professional Standard	Bachelor's degree; two to four years of successful teaching	5 yrs.	Six hours of college credit
		Professional Continuing	Master's degree or thirty hours of planned graduate work leading to the teacher's professional goals; five (5) continuous years of demonstrated success in teaching; a specific statement of his long-range plans in education; or approval of "Local Evaluation Agency"	10 yrs.	Report by teacher of his professional growth during the last ten (10) years and plans for future development; verification of employing superintendent
Virginia	None	Collegiate	Bachelor's degree (but all professional preparation requirements have not been met)	3 yrs.	Renewable for two years on the basis of satisfactory progress toward meeting all standard certification requirements
		Collegiate Professional	Bachelor's degree	5 yrs.	Renewable for five-year periods with six hours college credit and recommendation of employing superintendent
		Postgraduate Professional	Three years of successful teaching; master's or above	10 yrs.	Renewable for ten years with six hours of additional graduate credit and recommendation of employing superintendent

(Continued)

BASIC TEACHER CERTIFICATION STANDARDS AND REQUIREMENTS BY STATES

1974-75

STATE	FEE	TYPE OF CERTIFICATION	MINIMUM REQUIREMENTS	DURATION OF VALIDITY	RENEWABLE REQUIREMENTS
Washington	$ 1.00	Initial Certificate	Bachelor's degree	3 yrs.	Renewable once
		Continuing Certificate	Bachelor's degree; assuming continuous professional development; demonstrated both common and specialized competency appropriate to the certification type and endorsement	Valid for continuous service	
West Virginia	None	Provisional Professional	Bachelor's degree	3 yrs.	Not Renewable
		Five-Year Professional	Bachelor's degree; six hours additional credit; three years of successful experience	5 yrs.	Three renewal periods with recommendation of employing superintendent
		Permanent	Master's degree relevant to teacher's responsibilities and five years teaching experience or three renewals of the Professional Certificate	Life	
Wisconsin	$ 5.00	Initial	Bachelor's degree	3 yrs.	Renewable
		Permanent	Bachelor's degree; three years of teaching experience	Life	

(Continued)

Table 1, page 18

BASIC TEACHER CERTIFICATION STANDARDS AND REQUIREMENTS BY STATES

1974-75

STATE	FEE	TYPE OF CERTIFICATION	MINIMUM REQUIREMENTS	DURATION OF VALIDITY	RENEWABLE REQUIREMENTS
Wyoming	$15.00	Initial	Bachelor's degree	4 yrs.	Not Renewable
		Standard	Bachelor's degree; five semester hours workshop or college credit; three years of successful experience	5 yrs.	Five credit hours of renewable credit
		Professional	Master's degree; eight years of experience on standard certificate	10 yrs.	Ten credit hours of additional college work or the equivalent

Source: T. M. Stinnett, A Manual on Standards Affecting School Personnel in the United States, Washington, D. C.: National Education Association, 1974.

Elizabeth Woellner, Requirements for Certification (Thirty-eight Edition 1973-74) Chicago: The University of Chicago Press.

State Teacher Certification Manuals from Forty-eight States.

high school students than to teach elementary students. Apparently the underlying assumption of requiring prospective teachers to acquire a certain amount of knowledge in specified fields is that knowledge will be transferred to competencies when one is assigned teaching responsibilities. Of course, as will be discussed latter, this assumption has been challenged by those who are advocating competency-based education.

Temporary Certificates. Most states have established legal procedures for employing on a temporary basis teachers who do not meet state certification requirements. Generally, the only requirement for the employment of temporary teachers is a request from the employing superintendent on the grounds that a qualified teacher is not available. Most will agree that there is some justification for temporary employment of teachers who do not meet state certification requirements when there is a shortage of qualified teachers, but there is hardly any need for this practice today in view of the current supply of teachers. Such waivering of certification standards, a provision which is often abused, does not contribute to improvement of the teaching profession; nor does it serve the purpose of those who are interested in raising professional standards.

The Governor's Education Study Committee requested that the staff obtain information on temporary certificates issued in Louisiana; this information is shown in Tables 2 and 3.

In order to hire an uncertified teacher, the employing superintendent must attest to the following statement:

> "I hereby certify that there is no qualified, competent, and suitable person available for this position and that the applicant named above is the best qualified person open for employment in the position hereinabove described." (State Department of Education, Bulletin 746, as revised, p. 5.)

Temporary certificates are valid in Louisiana for one school year only, and re-employment on a temporary certificate requires that the teacher earn at least six semester hours in the area in which he is not certified. State regulations also require that if a certified teacher teaches one or more subjects in areas in which he is not certified, he must apply for a temporary certificate and earn six hours in the uncertified area for renewal.

For the current 1974-75 school year (as of April 8, 1975), the Louisiana State Department of Education had issued 2,272 temporary certificates, including those to public and private schools as well as the state's vocational-technical schools. The head of the teacher certification bureau of the State Department of Education cautioned that some local systems employ uncertified teachers without requesting temporary certificates.

In 1973-74, the state department issued 2,754 temporary certificates; 1,390 were for teachers in public schools; 302 to teachers at the state's voc-tech schools; and 1,062 to teachers in private schools. Of the 1,390 public school temporary certificates, 473 were issued to certified teachers who were teaching in areas in which they were not certified. If these 473 certificates are deducted, it would leave a balance of 917 temporary certificates issued to public school teachers. (See Table 2.)

Table 2.

TEMPORARY CERTIFICATES ISSUED IN LOUISIANA
1973-74 School Year

Local System	No. Temporary Certificates			No. Temporary Certificates-Public Schools		Regular Certificates-Public Schools*
	Total	Public	Private	Elem.	High School	
Acadia	20	5	15	3	2	4
Allen	20	20	-	14	6	7
Ascension	31	29	2	19	10	3
Assumption	22	14	8	13	1	-
Avoyelles	97	74	23	63	11	23
Beauregard	21	21	-	8	13	4
Bienville	26	26	-	12	14	12
Bossier	21	12	9	6	6	7
Caddo	61	9	52	-	9	1
Calcasieu	75	51	24	18	33	8
Caldwell	7	7	-	5	2	2
Cameron	0	-	-	-	-	-
Catahoula	19	19	-	14	5	1
Claiborne	31	28	3	23	5	5
Concordia	6	4	2	4	-	4
DeSoto	29	23	6	13	10	8
East Baton Rouge	44	14	30	3	11	8
East Carroll	10	8	2	5	3	-
East Feliciana	23	17	6	12	5	5
Evangeline	25	2	23	-	2	-
Franklin	23	22	1	8	14	6
Grant	13	13	-	9	4	5
Iberia	35	2	33	2	-	-
Iberville	10	5	5	2	3	1
Jackson	0	-	-	-	-	-
Jefferson	193	3	190	2	1	-
Jefferson Davis	16	4	12	3	1	-
Lafayette	111	73	38	59	14	51
Lafourche	51	39	12	34	5	26
La Salle	14	14	-	13	1	8
Lincoln	12	2	10	-	2	2

Local System	No. Temporary Certificates			No. Temporary Certificates-Public Schools		Regular Certificates-Public Schools*
	Total	Public	Private	Elem.	High School	
Livingston	2	2	-	1	1	1
Madison	2	-	2	-	-	-
Morehouse	22	15	7	11	4	6
Natchitoches	55	43	12	31	12	19
Orleans	285	58	227	24	34	20
Ouachita	25	8	17	2	6	3
Plaquemines	23	3	20	3	-	-
Pointe Coupee	18	8	10	6	2	8
Rapides	63	37	26	23	14	19
Red River	11	10	1	5	5	2
Richland	4	2	2	-	2	-
Sabine	22	19	3	10	9	6
St. Bernard	29	1	28	1	-	-
St. Charles	23	11	12	11	-	2
St. Helena	4	4	-	4	-	2
St. James	17	10	7	7	3	5
St. John the Baptist	53	38	15	31	7	13
St. Landry	171	114	57	77	37	42
St. Martin	56	49	7	43	6	19
St. Mary	138	118	20	87	31	30
St. Tammany	62	42	20	26	16	15
Tangipahoa	38	14	24	12	2	6
Tensas	4	1	3	1	-	-
Terrebonne	52	42	10	29	13	13
Union	2	2	-	-	2	-
Vermilion	28	16	12	11	5	6
Vernon	84	84	-	56	28	2
Washington	11	1	10	1	-	-
Webster	15	14	1	7	7	6
West Baton Rouge	9	7	2	3	4	4
West Carroll	14	14	-	9	5	8
West Feliciana	1	1	-	-	1	-
Winn	11	10	1	4	6	7
City of Monroe	5	5	-	1	4	2
City of Bogalusa	6	6	-	4	2	4
Special Schools	21	21	-	15	6	2

Table 2, P. 3

Local System	No. Temporary Certificates			No. Temporary Certificates-Public Schools		Regular Certificates-Public Schools*
	Total	Public	Private	Elem.	High School	
Total	2452	1390	1062	923	467	473
Trade (Voc-Tech Schools)	302					
Grand Total	2754					

*Certified teachers issued temporary certificates for teaching in areas in which they are not certified.

Source: State Department of Education, Bureau of Higher Education and Teacher Certification.

There were five local school systems (Avoyelles, Lafayette, St. Landry, St. Mary and Vernon) that accounted for one-third of the total 1,390 temporary certificates issued to public school teachers in 1973-74.

Temporary certificates are issued at the beginning and during the school year. Emergencies may arise whereby certified teachers must be replaced during the year due to death, illness or another reason, and it may not be possible to find a certified teacher during the year as a replacement. Information is not available as to how many of Louisiana's temporary certificates were issued at the beginning of the school year.

It should be noted that of the 1,390 temporary certificates issued to Louisiana public school teachers in 1973-74, only 259, or 18.6 percent, were issued to persons without degrees. (See Table 3.)

The Validity Period of Initial Certificates. Contrary to what may be the expectations of the lay public and some representatives of school systems, it is generally assumed by professional educators that a beginning teacher with only a bachelor's degree based on a state approved teacher education program has not reached the level of desired competence, but he has the potential for doing so; for, as states Conant in a discussion on teacher certification, "... in my judgement, no kind of preservice program... can prepare first year teachers to operate effectively in the 'sink or swim' situation in which they too often find themselves."[9] In recognition of this view, most states have required beginning teachers to serve a probationary period which coincides with the validity period of the initial certificates. Thirty-five states limited the validity period of initial certificates to five years or less; the initial period was two years in one state; three years in ten states; and five years in twenty-one states.

Most states required that an application for a renewal of an expiring initial certificate be accompanied by the recommendations of the employing

Table 3.

COLLEGE PREPARATION OF HOLDERS OF TEMPORARY CERTIFICATES, PUBLIC SCHOOLS IN LOUISIANA
1973-74

Local System	Less Than One Year College	One Year College	Two Years College	Three Years College	Bachelor's Degree	Master's Degree	Master's + 30*	Total
Acadia					5			5
Allen			4	3	12	1		20
Ascension				2	26	1		29
Assumption	1	5	5	2	1			14
Avoyelles	1		3	11	57	2		74
Beauregard	1			4	13	3		21
Bienville				3	23			26
Bossier	1			1	10			12
Caddo	1				6	2		9
Calcasieu		1			47	3		51
Caldwell			1		5	1		7
Cameron								0
Catahoula			1	8	10			19
Claiborne	1		2	7	17	1		28
Concordia					4			4
De Soto	2			2	19			23
East Baton Rouge					12	1	1	14
East Carroll				3	4	1		8
East Feliciana	1				13	3		17
Evangeline					2			2
Franklin				4	15	3		22
Grant			1	1	10	1		13
Iberia					2			2
Iberville				1	3	1		5
Jackson								0
Jefferson				1	1	1		3
Jefferson Davis				2	2			4
Lafayette	1		1	1	64	6		73
Lafourche	5			1	31	2		39
La Salle				1	13			14
Lincoln					2			2
Livingston					2			2
Madison								0
Morehouse					13	2		15
Natchitoches				1	39	3		43

Local System	Less Than One Year College	One Year College	Two Years College	Three Years College	Bachelor's Degree	Master's Degree	Master's + 30*	Total
Orleans	16	2	2	1	30	7		58
Ouachita					6	2		8
Plaquemines	1		1		1			3
Pointe Coupee					7	1		8
Rapides		1		1	31	4		37
Red River			1	1	7	1		10
Richland					2			2
Sabine				2	15	2		19
St. Bernard					1			1
St. Charles			1	3	7			11
St. Helena			1		3			4
St. James				2	7	1		10
St. John the Baptist				3	31	4		38
St. Landry	7	2	4	20	71	9	1	114
St. Martin			1	7	39	2		49
St. Mary	1	2	15	19	74	6	1	118
St. Tammany	1			1	34	6		42
Tangipahoa				4	10			14
Tensas					1			1
Terrebonne			1	8	31	2		42
Union					1		1	2
Vermilion				1	14	1		16
Vernon	5	1	3	12	57	6		84
Washington				1				1
Webster					14			14
West Baton Rouge				1	6			7
West Carroll				1	12	1		14
West Feliciana					1			1
Winn					7	3		10
City of Monroe					5			5
City of Bogalusa					4	1	1	6
Special Schools				4	16	1		21
Total	46	14	48	151	1028	98	5	1390

* None with a specialist or doctorate degree.

Source: Louisiana State Department of Education, Bureau of Higher Education and Teacher Certification.

superintendent, thus providing an opportunity for the superintendent to certify whether the teacher should be permitted to continue in the teaching profession.

Table 4 shows that four states issued life certificates to beginning teachers. In view of the fact that all teachers do not possess the same degree of competence, that performance in on-the-job teaching situations is the only reliable way of demonstrating one's teaching competence and that the completion of a preservice program only certifies that one possesses potential for becoming a good teacher, there is merit in requiring all beginning teachers to serve a probationary period of no more than five years and no less than two years. It is essential that during the probationary period the employing school system provide (1) opportunities for the teacher to receive a fair assessment of his performance, (2) assistance from successful teachers in the system, and (3) opportunities to participate in an inservice improvement program oriented to helping the teacher to identify and improve on his weaknesses. An inservice improvement program for probationary teachers should be oriented to helping teachers to acquire a better understanding of child development, greater competence in selecting and organizing learning experiences and more proficiency in teaching.[10]

BASES FOR RENEWAL OF CERTIFICATES

As mentioned earlier, there is a defensible rationale for requiring teachers to renew certificates after serving a specified number of years. Beginning teachers need time to demonstrate that they are making progress toward becoming effective teachers; students need to be protected against those teachers who become victims of obsolescence; and the school system needs teachers who continue to increase their competence in accordance with the needs and demands of the teaching profession. Requiring teachers to renew their certificates is one approach to meeting these needs.

Findings of this study revealed that in those states that made provisions for renewing certificates, successful teaching experience and additional hours of study were the predominant requirements. Additional study required for renewing a bachelor's degree level certificate varied from four to twenty-seven semester credit hours; six additional hours of graduate or senior college level study was the predominant requirement.

As was found at the bachelor's degree level, the predominant requirement for renewing master's degree level certificates was a combination of additional study and successful experience. A few states renewed master's degree level certificates on successful experience alone. It may appear that the practice of renewing certificates on the basis of successful use only, as was the practice in some states, is tantamont to issuing life certificates. On the other hand, this procedure permits a state to establish, when it deems necessary, new and more specific criteria without having to blanket in teachers who have "life" certificates.

Life or Permanent Certificate. As shown in Table 4, twenty-one states issued life or permanent certificates. Fourteen of these states established the possession of the master's degree or one year of graduate study as the minimum amount of training on which a life certificate would be issued. It is interesting to observe that Hawaii, Louisiana, Missouri, New Jersey, Texas, Washington, and Wisconsin did not require training beyond the Bachelor's degree. Most of the states, including Louisiana, required that the applicant for a "life" certificate present evidence of having had at least three years of successful teaching experience. This criterion ruled out the probability of issuing a life certificate to a non-tenured teacher. It is to be noted, however, that four states issued life certificates without requiring teaching experience.

The practice of issuing life certificates seems to be based on the assumptions (1) that a teacher's competence has reached the satisfactory level, (2) that he will continue to render satisfactory service throughout

TABLE 4

STATES ISSUING LIFE OR PERMANENT CERTIFICATES

1974 - 1975

STATE	TYPE OF CERTIFICATE	TRAINING REQUIRED	MINIMUM YEARS OF TEACHING EXPERIENCE
1. California	Standard (Second Level)	One year of approved graduate study	2
2. Connecticut	Standard (Second Level)	Completion of an approved fifth-year program or Master's degree	3
3. Hawaii	Basic (Initial)	Bachelor's degree	0
4. Indiana	Professional (Second Level)	Master's degree	3
5. Iowa	Permanent Professional (Second Level)	Master's degree	4
6. Kentucky	Standard Professional (Second Level)	Master's degree	3
7. Louisiana	Type B (Initial Professional)	Bachelor's degree	3
8. Missouri	Initial	Bachelor's degree	0
9. Nebraska	Professional (Second Level)	Master's degree or fifth-year program	3
10. New Jersey	Regular (Initial Standard)	Bachelor's degree	0
11. New York	Permanent (Second Level)	Thirty hours of graduate study	N/A
12. Ohio	Permanent (Second Level)	Master's degree or equivalent	5
13. Oregon	Standard (Second Level)	Master's degree	2
14. Pennsylvania	Instructional II (Second Level)	Twenty-four hours of graduate study	3
15. Rhode Island	Professional (Second Level)	Master's degree or 36 graduate hours	3
16. South Dakota	Advanced Professional (Second Level)	Master's degree	5

(Continued)

STATES ISSUING LIFE OR PERMANENT CERTIFICATES

1974 - 75

STATE	TYPE OF CERTIFICATE	TRAINING REQUIRED	MINIMUM YEARS OF TEACHING EXPERIENCE
17. Texas	Professional (First Level)	Bachelor's degree	0
18. Utah	Professional (Second Level)	Completion of a fifth-year program	3
19. Washington	Continuing Certificate	Bachelor's degree	3
20. West Virginia	Permanent (Third Level)	Master's degree	5
21. Wisconsin	Permanent (First Level)	Bachelor's degree	3

N/A - Not available.

Source: T. M. Stinnett, A Manual on Standards Affecting School Personnel in the United States, Washington, D. C.: National Education Association, 1974.

Elizabeth Woellner, Requirements for Certification (Thirty-eight Edition 1973-74) Chicago: The University of Chicago Press.

State Teacher Certification Manuals from Forty-eight States.

his teaching career, (3) that the knowledge, attitudes, and competencies that are essential to being effective teachers in tomorrow's schools will be the same as those which are needed to be effective in today's schools and (4) that holders of life certificates will assign a high priority to continual self-improvement. It is apparent that the validity of these assumptions is questionable in view of the exponential growth of new knowledge, the development of new insights into the learning process, and the changing school demands.

In the interest of assuring society of quality teaching, it seems that the practice of issuing life certificates should be discontinued.

Renewing Certificates on the Basis of Inservice Growth. Traditionally, the underlying assumption to inservice growth is that a teacher improves from teaching experience and from advanced study. In fact, formal courses, workshops and conferences offered on university campuses have constituted the predominantly accepted approach to inservice growth. It has been observed, however, that many educators and practitioners have questioned the value of indiscriminate study of formal courses as a means of improving the performance of teachers.[11]

A view is emerging in educational circles (1) that inservice programs are more effective when they are related directly to the areas of assessed needs of the participating teachers, and (2) that there are many avenues, in addition to formal study, which can lead to the improvement of teacher performance. This view is being expressed in a variety of inservice programs which have evolved in recent years. Included among these have been:

1. Teacher-operated inservice programs .
2. School-system operated inservice programs .
3. Staff development centers operated by school systems .
4. School involvement of teachers in planning innovative instructional or research programs .

5. Educational travel.

6. Teacher improvement programs independently developed by an individual teacher and which require the local school superintendent's approval.

Some states, notably Georgia, Florida, Minnesota, and Vermont, are implementing innovative practices relating to the renewal of teacher certificates. A brief review of these models may be of interest to the reader.

THE GEORGIA MODEL. Georgia issues seven types or levels of certificates; provisional certificates for a bachelor's and master's degree teacher are not renewable. The holder of a renewable certificate has two options. First, he may present evidence of having earned ten quarter hours of graduate credit during the duration of the expiring certificate. Second, he may earn the equivalent of ten quarter hours through participation in a district inservice training program. The major stipulation of this option is that the "... inservice training must be a part of a local school system's staff development plan that has been approved by the Georgia Department of Education."[12]

Georgia's second option gives recognition to the importance of inservice training being related to the assessed needs of a teacher who has been assigned a specific teaching position. Further, it provides an opportunity for a local school system to develop an inservice plan which meets the needs of both the school program and the participating teachers.

THE VERMONT MODEL. The uniqueness of the Vermont Model for renewing certificates is the provision which permits local school districts to develop programs for the inservice training and development of its personnel. An applicant for a professional continuing certificate may elect to satisfy the professional training requirement by completing (a) a master's degree in his special field or a fifth-year program of study directed toward his professional goals; or (b) completion of thirty semester hours of work in a planned program toward the applicant's professional goal. Significantly, option "b" requires that the applicant's program be approved by the employing superintendent and that the program be developed from the cooperative efforts of the local superintendent, appropriate professional association and the involved teacher education institution.[13] Additionally, an applicant for a professional continuing certificate must present a written statement describing his long-range plans for a career in education, including plans for continuing professional growth; and he must be recommended by the Local Evaluation Agency.[14]

A local school district's program for the inservice training and professional advancement of its staff and for the renewal of professional certificates must be approved by the state department of education.

The Vermont Model represents an attempt to decentralize the teacher certification process. Historically, as reported earlier in this document, teacher certification began as a decentralized process involving city school systems and district systems.

THE FLORIDA MODEL. This model gives expression to the fact that there are ways, in addition to the pursuit of formal campus study, which can lead to improvement in teacher performance. The renewal of professional certificates in Florida requires earning six college credit hours during the duration of the expiring certificate. It is to be noted that Florida accepts as partial fulfillment of the requirements for renewal of certificates participation in such activities as prior approved educational travel and supervision of student teaching. Approved participation in each of these activities will reduce the formal study requirement for renewal of certificates from six credit hours to three credit hours.[15]

What appears to be the most interesting part of the Florida Model is the provision that permits a teacher to satisfy renewal requirements on the basis of inservice education participation under the following conditions:

> The school board adopts a master plan for inservice education of instructional personnel designed to assist each member to maintain current competence

> in the field or fields in which he is assigned and, beginning with programs formulated for the 1974-75 school fiscal year and thereafter, to assist in the development of competence of each member to coordinate teaching of appropriate reading skills within the subject or field to which he is assigned. Such plans must be formulated in cooperation with the Department of Education and when adopted shall be filed with the Commissioner of Education.
>
> The plan adopted by the school board for in-service education is approved by the Commissioner of Education. Such approval shall specify the extent of participation required in the in-service program to be recommended for the extension of certificates.
>
> The superintendent certifies on a form provided by the Commissioner of Education that the individual has effectively participated in a state-approved district in-service teacher education program and therefore is recommended for the extension of his certificate without further college credit.[16]

Florida is also making use of teaching performance as a criterion for renewing certificates. However, very little information was available to the staff on what procedures are being used in the state to assess teaching performance.

THE MINNESOTA MODEL. The Minnesota Model seems to be the most innovative of all the states. During the 1969 Minnesota Legislative Session, provisions for life certificates were removed from statutes and a task force was appointed to advise the board on the best system for renewing certificates.

The basic features of the model will be summarized under the following headings: (a) basic assumption, (b) basis for renewing certificates, and (c) structure for implementing the system.

The model has been referred to as a type of "continuing education system" which has evolved from the following assumptions:

a. Widespread involvement of education personnel and the public in decisions which pertain to professional development and standards is desirable.

b. Effective local participation in decision-making helps to maintain the commitment of education personnel to continuously expanding areas of professional competence.

c. Decisions regarding the appropriateness of particular experiences for renewal units can best be made at the local district level by those who have a knowledge of the professional working situation.

d. Opportunities to make the best decision for each individual and each district with respect to questions of professional growth and renewal criteria are of greater importance than attempts to gain statewide uniformity with respect to such questions.[17]

The standard certificates issued by Minnesota are Entrance and Continuing Certificates. The Continuing Certificate is valid for five years and it is renewed on the bases of one year of teaching and 120 renewal units earned in such activities as:

1. College courses and related work.
2. Supervision of clinical experiences.
3. Attendance at professional meetings.
4. Attendance at lectures by persons with expertise in the areas for which certification is requested.
5. Systematic, purposeful observation during visits to schools.
6. Travel related to the professional certification areas. Prior approval of this experience must be obtained.
7. Exchange situations to gain experience with students at another age ability, socio-economic level or in another subject for which the teacher is qualified.

8. Planning and production of television or other special programs for use in the schools.

The following illustrates the values that the Minnesota Plan assigned to renewal units:

1. One quarter credit hour equals ten renewal units.
2. Supervision of the clinical experience of a student for one quarter is equivalent to ten renewal units.
3. One week of approved travel equals ten renewal units.

ADMINISTRATION OF THE MINNESOTA PLAN. First, each public school district is required to establish a Local Committee of seven members which will have the following responsibilities:

1. Determine the number of renewal units to be granted for experiences.
2. Endorse the application for renewal of the Continuing Certificate of each qualified applicant.
3. Report all actions taken on applications for renewal of certificates to the State Department of Education, Director of Certification, and to the superintendent of the local school district.
4. Provide information to appropriate personnel concerning the in-service needs of the district.
5. Evaluate procedures and criteria for granting renewal units and make recommendations for modifications.[18]

Second, there is a State Committee which has the responsibility of reviewing procedures and criteria for granting renewal units, acting on appeals from decisions of the Local Committee and to supplying the State Board of Education with information pertaining to cases of appeal.

All the models presented represent interesting ways of modifying teacher certification practices and standards in the interest of improving the quality of teaching, and they constitute a source of ideas for Louisiana. A proposed model for Louisiana is contained in Chapter XI, Staff Conclusions and Recommendations on Teacher Salaries and Certification and Chapter XII, Report to the Governor by the Governor's Education Study Committee.

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[3] T. M. Stinnett, "Teacher Certification", Encyclopedia of Educational Research, (Fourth Edition) London: The Macmillan Co., 1969, p. 1410.

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[11] James A. Banks, "Increasing Teacher Competency," The Final Report and Recommendations of the Summer Institute on the Improvement and Reform of American Education, Washington, D. C.: Department of Health, Education and Welfare, 1974, pp. 181-182.

[12] Georgia Department of Education, Teacher Certification, Administrative Procedures for 1974 Teacher Certification Policies, Atlanta.

[13] State of Vermont, Department of Education, Regulations Governing the Certification of Educational Personnel, Montpelier: 1971, pp. 11-12.

[14] Ibid., p. 3.

[15] Department of Education, Florida Requirements for Teacher Certification, Tallahassee: 1974, Chapter 6A-4.

[16] Ibid.

[17] Minnesota Department of Education, Continuing Education: A Decision for Involvement, November, 1973, p. 1.

[18] Ibid., p. 15.

2

CHAPTER VIII

STATE TEACHER CERTIFICATION BOARDS AND COMMISSIONS

Traditionally, the process of teacher certification, including the formulation of certification standards, accreditation of teacher education programs and certifying teachers, has been the responsibility of state departments of education. In recent years, however, teachers have been seeking a greater role in teacher certification on the grounds that the teaching profession should be accorded a professional status equivalent to that for such professions as medicine, law, engineering, nursing, and architecture.[1] They argue that these professions are responsible for determining the criteria for initial legal licensure of its members and accreditation of preparatory programs.

The primary concern of teachers in this regard is that they play a greater role in the governance of the teaching profession. Governance as used in this context refers to "fixing of responsibility for professional decisions with the teaching profession."[2]

Some may be inclined to question the wisdom of greater involvement of teachers in the governance of the teaching profession on the grounds that teaching is a public service profession. Hence, it is the public that should make decisions on matters pertaining to teacher certification and accreditation of teacher education programs.

Recent trends relating to state teacher certification boards and commissions appear to favor the interest of the teachers. Table 1 reveals that many states have begun to provide opportunities for teachers to participate in teacher certification through membership on legally created Teacher Standards and Practices Commissions and Boards. Twenty-five states have created such agencies. In twenty states they were established by legislative acts and in five states they were established by the state board of education. In Kansas and Oklahoma two separate agencies on teacher certification were created: a teacher standards board and a teacher practices commission.

MEMBERSHIP

The membership of most of the commissions and boards ranged from seven to seventeen. Kansas and Oklahoma had memberships of thirty-five and twenty-seven, respectively. It is significant to observe that these states did not provide their boards and commissions with a professional staff. The board members were appointed by the governor in thirteen states; by the state board of education in eight; by the state superintendent of education in three; and by the teacher education association in one. In practically all the states, the appointing authority acted after receiving recommendations from a variety of state groups. (See Table 1.)

The major groups found to be represented on the standards and practices commissions and boards in the various states were local school personnel, state superintendents of education, state education departments, and higher educational institutions. Teachers led all groups with representation on twenty-four commissions and boards, and school principals were next with representation on twenty-one such agencies. (See Table 2.)

Significantly, in addition to being represented on twenty-four of the twenty-six commissions and boards in the twenty-five states, the teachers had the largest proportionate representation.

TABLE 1.

STATES WITH TEACHER STANDARDS AND PRACTICES COMMISSIONS AND BOARDS

STATE	CREATED BY:		YEAR CREAT-ED	BUDGET	SIZE OF PROF. STAFF	TOTAL MEMBER-SHIP	APPOINTED BY:			
	LEGIS-LATIVE ACT	STATE ED. BOARD OR OTHER AGENCY					EDUC. ASSOC.	STATE SUPT.	GOV.	STATE EDUC. BOARD
Alaska	X		1966	$ 54,800	1	7			X	
Arizona		X	1969	0[a]	1	16		X		
California	X		1969	2,212,277	38	15			X	
Colorado	X		1969	8,000	0	12			X	
Connecticut	X		1967	0[a]	0	15			X	
Florida	X		1963	190,000	4	19				X
Georgia	X		1967	75,000	2	17				X
Idaho	X		1972	84,000	0	17				X
Indiana		X	1945	N/A	0	7			X	
Iowa	X		1967	40,000	P/T	9			X	
Kansas (Board) (Commission)	X		1969	10,000	0	35 17				X
Kentucky	X		1962	3,000	P/T	12			X	
Maine		X	1973	5,000	0	18	X			
Maryland		X	1968	[illegible]	0	15				X
Massachusetts	X		1973	0[a]	-	21[c]				X

(Continued)

Table 1, page 2

STATES WITH TEACHER STANDARDS AND PRACTICES COMMISSIONS AND BOARDS

STATE	CREATED BY:		YEAR CREAT-ED	BUDGET	SIZE OF PROF. STAFF	TOTAL MEMBER-SHIP	APPOINTED BY:			
	LEGIS-LATIVE ACT	STATE ED. BOARD OR OTHER AGENCY					EDUC. ASSOC.	STATE SUPT.	GOV.	STATE EDUC. BOARD
Minnesota	X		1973	$ 30,000	0	15			X	
Nebraska	X		1967	41,000	1	12			X	
New Hampshire		X	1970	0[a]	-	21				X
North Dakota	X		1973	20,000	0	9			X	
Oklahoma (Board) (Commission)	X		1969 1965	15,000 0[d]	0 0	27 16[c]		X	 X	
Oregon	X		1965	212,000	3	17				X
Pennsylvania	X		1974	0[a]	1	16			X	
South Dakota	X		1969	21,000	0	11[c]			X	
Texas	X		1969	N/A	1	15			X	
Utah	X		1973	14,000	1	11		X		

N/A - not available. P/T - part-time.

Source: National Educational Association, Teacher Standards and Practices Commissions: A Directory, 1974.

[a] Financed by the State Department of Education.

[b] Biennial.

[c] Representation was not specified.

[d] Financed by Education Association.

TABLE 2.

MEMBERSHIP OF STATE TEACHER STANDARDS AND PRACTICES COMMISSIONS AND BOARDS

STATE	TOTAL MEMBERSHIP	REPRESENTATION FROM:										
		PUBLIC SCHOOL TEACHERS	SCHOOL SUPERVISORS	PRINCIPALS	LOCAL SCHOOL SUPT.	LOCAL SCHOOL BOARDS	STATE BOARD OF EDUC.	STATE EDUC. DEPT.	HIGHER EDUC. INSTITUTION	PROF. EDUC. ASSOC.	LAY PUBLIC	OTHER
Alaska	9	5		2				1	1			
Arizona	16	9		2	1		1			2		1
California	15	4	1	1		2			4		3	
Colorado	12	9		2	1							
Connecticut	15	4		3		3			2		3	
Florida	19	9	1	2	1		1		1	4		
Georgia	17	8		2	2			1		4		
Idaho	17	6		2	1	1		1	4			2[e,f]
Indiana	7	3			1		1		1			1[e]
Iowa	9	4		2	1			1	1			
Kansas (Board)	35	13		3	4			2	11		2	
(Commission)	17	9		3	1			1				3[g]
Kentucky	12	5	1	2	1				1			2[e]
Maine	18	9		3				3	3			3[h]
Maryland	15	6		2				1	2		2	2[i]

(Continued)

MEMBERSHIP OF STATE TEACHER STANDARDS AND PRACTICES COMMISSIONS AND BOARDS

STATE	TOTAL MEMBERSHIP	REPRESENTATION FROM:										
		PUBLIC SCHOOL TEACHERS	SCHOOL SUPERVISORS	PRINCIPALS	LOCAL SCHOOL SUPT.	LOCAL SCHOOL BOARDS	STATE BOARD OF EDUC.	STATE EDUC. DEPT.	HIGHER EDUC. INSTITUTION	PROF. EDUC. ASSOC.	LAY PUBLIC	OTHER
Massachusetts	21[c]											
Minnesota	15	8			1				3		2	1
Nebraska	12	8		1	1				2			
New Hampshire	21	9		3	1			1	5		2	
North Dakota	9	4			3	2						
Oklahoma (Board)	27	8		2	2			2	6	1	3	3[e,j]
(Commission)	16[c]											
Oregon	17	8		2	2				2		3	
Pennsylvania	16	7		3					3		1	2[h]
South Dakota	11[c]											
Texas	15	7	1	2	2						1	2[e]
Utah	11	6	2	2								1[e]

[a] Financed by the State Department of Education.

[b] Biennial.

(Continued)

MEMBERSHIP OF STATE TEACHER STANDARDS AND PRACTICES COMMISSIONS AND BOARDS

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[c] Representation was not specified.

[d] Financed by Education Association.

[e] Counselor(s).

[f] Vocational Teacher.

[g] Nonvoting students.

[h] Education student(s).

[i] Nonpublic school representation.

[j] Chancellor of higher education and school nurse.

Source: National Education Association, *Teacher Standards and Practices Commissions: A Directory*, 1974.

FINANCIAL BUDGET

An indication of an organization's potential effectiveness is seen in its operating budget. Seventeen of the twenty-five states provided separate budgets for their standards and practices commissions and boards; eight states had separate operating budgets of $20,000 or less. Obviously, these limited budgets prohibited the employment of a professional staff and the financing of other activities associated with the responsibilities of the respective commissions and boards.

Eight states provided budgets ranging from $40,000 in Iowa to more than $2,000,000 in California. It can be assumed that the commissions and boards in these states were able to develop and implement effectively policies relating to teacher certification practices and standards.

RESPONSIBILITIES

It is the contention of the National Education Association that teachers should be assigned the responsibility of (a) developing policies and practices governing the accreditation of teachers, (b) formulating standards for the initial issuance, renewal, and revocation of certificates, and (c) conducting studies designed to improve certification standards and practices.[3]

An analysis of the responsibilities of state teacher standards and practices commissions shows that some of the concerns of teachers have been given serious consideration. It is shown in Table 3 that in fourteen states the commissions and boards formulated criteria for standards for certification. Only eight states permitted boards to formulate criteria for accreditation of teacher education institutions, whereas the formulation of criteria for performance competency was permitted in eight states.

TABLE 3.

RESPONSIBILITIES OF TEACHER STANDARDS AND PRACTICES COMMISSIONS AND BOARDS

STATE	FORMULATE CRITERIA FOR:						HOLD HEARINGS	REPRIMAND	RECOMMEND SUSPENSION, REVOCATION, REIN-STATEMENT
	STANDARDS FOR CERTI-FICATION	ACCREDITA-TION OF TEACHER EDUCATION PROGRAMS	PERFORMANCE COMPETENCY	TEACHER CONTRACTS	CONTINUA-TION IN THE PROFES-SION	ETHICAL BEHAVIOR			
Alaska	X				X	X	X	X	X
Arizona					X	X	X		
California	X	X	X		X	X	X	X	X
Colorado						X	X	X	X
Connecticut	X								
Florida	X		X		X	X	X	X	X
Georgia			X			X	X		X
Idaho			X			X	X	X	X
Indiana	X	X			X		X	X	X
Iowa			X	X	X	X	X		
Kansas	X				X	X	X	X	X
Kentucky						X	X	X	
Maine	X	X			X		X		

(Continued)

Table 3, page 2

RESPONSIBILITIES OF TEACHER STANDARDS AND PRACTICES COMMISSIONS AND BOARDS

STATE	FORMULATE CRITERIA FOR:						HOLD HEARING	REPRIMAND	RECOMMEND SUSPENSION, REVOCATION, REINSTATEMENT
	STANDARDS FOR CERTIFICATION	ACCREDITATION OF TEACHER EDUCATION PROGRAMS	PERFORMANCE COMPETENCY	TEACHER CONTRACTS	CONTINUATION IN PROFESSION	ETHICAL BEHAVIOR			
Maryland	X	X					X		
Massachusetts	X	X				X	X	X	X
Nebraska			X		X	X	X	X	X
New Hampshire	X		X		X		X	X	X
North Dakota	X					X	X	X	X
Oklahoma	X	X					X	X	X
Oregon	X	X	X	X	X	X	X	X	X
Pennsylvania	X	X			X		X		
South Dakota						X	X	X	
Texas						X	X		
Utah				X	X	X	X	X	X
TOTAL	14	8	8	3	13	17	23	16	15

Source: T. M. Stinnet, A Manual on Standards Affecting School Personnel in the United States, Washington, D. C.: National Education Association, 1974.

Thirteen states assigned to the commissions and boards the responsibility for standards and practices relating to the continuation of teachers in the teaching profession.

Significantly, twenty-three commissions and boards held hearings, but only sixteen were allowed to reprimand teachers; and fifteen had responsibilities relating to suspension and reinstatement of teachers.

It must be admitted that for the most part, the responsibility of the various teacher standards and practices boards were restricted to making recommendations. The exceptions were in the states of California and Oregon, where the boards have been authorized by legislative acts to assume complete autonomy in matters pertaining to the responsibilities shown in Table 3.

Time will reveal whether the establishment of commissions and boards will yield the following expected benefits:

1. Teachers will demonstrate greater commitment to the teaching profession and to the achievement of quality instruction.
2. Teachers will be more inclined to evaluate objectively the effectiveness of their own instruction.
3. Teachers will contribute to the improvement of teacher education programs.
4. Teachers will become as concerned with education in general as they are with their professional welfare and security.
5. Teachers will share more responsibility for the achievement of the public school system.
6. More qualified teachers will be attracted, developed, retained and stimulated to higher performance.[4]

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CHAPTER IX

SCHEDULES BASED ON FACTORING OR INDEXING

The idea of basing teachers' salaries on an index or ratio basis is fairly new. In 1957, at a conference of Wyoming school administrators, the Wyoming Teacher Education and Professional Standards Commission (TEPS) recommended a Master salary schedule based on an index. Such a plan with variations had previously appeared in a few local school districts. The Wyoming plan started a national trend toward index scheduling.

The Index Concept

An index schedule expresses the relationship of salaries at various grades, not the actual dollar amounts involved. In general, all salary levels in an index schedule are given as a ratio - in percent form - of one basic salary. For example, when the base salary is represented by 100, a salary 3% above the base is represented by 103.

Index schedules for teacher salaries generally use the starting salary of bachelor degree teachers with no experience as the base.

There are a number of advantages to an index salary schedule:

1. An obvious advantage is that it is easier to see the relationship of experience, training and other factors in terms of index numbers or percentages rather than in dollar amounts.

2. Once a structure is devised, reflecting desired relationships, the salary structure itself becomes policy which can be continued.

3. Since increments are, in effect, a percentage of the base salary, under an index schedule, the dollar amount of such increments is increased with each revision of the beginning salary. The beginning salary controls the entire schedule, since all other categories in the salary structure are ratios of the base salary. When it becomes desirable to increase salaries, the starting salary can be changed and all other salary levels are increased proportionately.

4. Index factors can also be used where school personnel are classified according to different assignments and additional points are given for greater responsibilities. An index schedule can be used to provide incentives for personal achievement by allowing additional percentage increments when goals have been achieved.

State Index Salary Schedules in Operation

Georgia, North Carolina and Ohio base their state teacher salary schedules on an index, and a number of local systems throughout the country also use this technique. The three state salary indexes are based on a traditional salary structure, with increments given for experience and educational attainment.

Under Georgia's plan (see Table 1), all categories of teachers have the same number of increments — 14 years. Bachelor degree teachers receive a 2.5 percent a year increase; master's, 3 percent; specialist, 3.5 percent and doctorate, 4 percent. The percentage spread among schedules for higher levels of training ranges from 13 to 20 points.

North Carolina's index (see Table 2) provides salary increases for bachelor and master's degree teachers. This schedule does not reflect the basic concept of indexing; the ratios, which give experience increments varying from 3.0 to 3.2 percent, have been adjusted to provide equal pay increases between steps in the schedule.

The index schedule in Ohio is funded at such a low level that the Ohio state salary schedule for teachers is considered obsolete. Ohio's index (see Table 3) provides pay increments for no level higher than the master's degree level, but recognizes "five-year" teachers between bachelors and master's degree. Teachers receive 11 yearly increments. For bachelor degree teachers, experience increments are 3.8 percent per year; for "five year" teachers, 4.3 percent; for master's degree teachers, 4.8 percent. At starting level, "five year" teachers receive 3.8 percent more than bachelor's teachers; master's degree teachers receive 9.5 percent more than bachelor's degree teachers.

Index of Louisiana's Schedules

Louisiana's various state minimum teacher salary schedules were indexed or factored by the staff to see if they fell within a logical structure.

Generally, the original 1948 schedule provided 4 points for each year of experience, whether the teacher had a bachelor's or a master's degree, and master degree teachers received 4 points above salaries for teachers with a bachelor's degree. (See Table 4.)

Table 1.

GEORGIA STATE INDEX SALARY SCHEDULE FOR TEACHERS
1974-75

Years of Experience	Bachelor's Degree	Master's Degree	Specialist (6-year Program)	Doctorate
0	100	113	126	139
1	102.5	116	129.5	143
2	105	119	133	147
3	107.5	122	136.5	151
4	110	125	140	155
5	112.5	128	143.5	159
6	115	131	147	163
7	117.5	134	150.5	167
8	120	137	154	171
9	122.5	140	157.5	175
10	125	143	161	179
11	127.5	146	164.5	183
12	130	149	168	187
13	132.5	152	171.5	191
14	135	155	175	195

Table 2.

NORTH CAROLINA STATE INDEX SALARY SCHEDULE FOR TEACHERS
1974-75

Years of Experience	Bachelor's Degree	Master's Degree
0	100.0	109.5
1	103.2	112.8
2	106.3	116.0
3	109.5	119.2
4	112.8	122.3
5	116.0	125.3
6	119.2	128.7
7	122.3	132.0
8	125.3	135.1
9	128.7	138.3
10	132.0	141.6
11	135.1	144.8
12	138.3	148.0
13	141.6	151.2
14		154.5

Table 3.

OHIO STATE INDEX SALARY SCHEDULE FOR TEACHERS
1974-75

Years of Experience	Bachelor's Degree	Five-Year	Master's Degree
0	100.0	103.8	109.5
1	103.8	108.1	114.3
2	107.6	112.4	119.1
3	111.4	116.7	123.9
4	115.2	121.0	128.7
5	119.0	125.3	133.5
6	122.8	129.6	138.3
7	126.6	133.9	143.1
8	130.4	138.2	147.9
9	134.2	142.5	152.7
10	138.0	146.8	157.5
11	141.8	151.1	162.3

Table 4.

INDEX OF LOUISIANA SALARY SCHEDULE

Act 155 of 1948

Years of Experience	Less Than One Year College	One Year College	Two Years College	Three Years College	Bachelor's Degree	Master's Degree
1	50	62	75	88	100	104
2			79	92	104	108
3			83	96	108	112
4			88	100	112	117
5				104	117	121
6					121	125
7					125	129
8					129	133
9					133	138
10						142
11						146
12						150

The 1954 schedule continued this pattern. (See Table 5.)

Alterations were made by the 1956 schedule. Bachelor degree teachers received 3 points in annual increments through their second year of teaching, and then 6 points a year. The schedule for teachers with a master's degree was 6 points above that for a bachelor's degree and, starting with the third year of teaching, those with a master's received annual increments of 6 percent a year. (See Table 6.)

The 1964 schedule did not conform to a regular pattern of indexing. Bachelor degree teachers received annual increments of 4 or 5 points, but a 7 percent raise was granted the last two years of the schedule. Teachers with a master's degree or higher also received a 4 or 5 percent increase in their early years of teaching, but the annual increments rose to 6 or 7 percent after a few years. The index schedule for teachers with a master's degree was considerably higher than for teachers with a bachelor's degree and comparable experience, thus reflecting greater emphasis on advanced training. For example, the index factor for a bachelor's degree at the top of the scale was 150; it was 170 for teachers with a master's degree; 186 for those with a master's plus 30 graduate hours, and 198 for a teacher with a doctorate. Hence, one entering the teaching profession could expect to about double his salary at the maximum point of the salary scale. (See Table 7.)

The 1968 schedule granted a $1600 across the board increase, thereby lessening the weight previously given experience and advanced education. Annual increments ranged from 3 to 5 percent for all classifications of teachers, and the ratios among training levels were also reduced. The highest index for a bachelor's degree was 137; for a master's degree, 152; for a master's plus 30 graduate hours, 163; for a specialist, 168; and for a doctorate, 172. (See Table 8.)

The 5.5 percent across-the-board increase for all teachers (Act 355 of 1972 as financed by Act 14 of the 1973 Ex. Sess.) made no changes in the index structure of the state salary schedule as shown in Table 8.

Act 52 of the 1975 Ex. Sess. did not greatly alter the previous index structure since it was essentially a 5 percent increase. However, since larger increases were given to teachers at the lower end of the salary scale through a $400 raise, the weight given

Table 5.

INDEX OF LOUISIANA SALARY SCHEDULE

Act 8 of 1954

Years of Experience	Less Than One Year College	One Year College	Two Years College	Three Years College	Bachelor's Degree	Master's Degree
0	57	68	79	89	100	104
1			82	93	104	107
2			86	96	107	111
3			89	100	111	114
4				104	114	118
5					118	121
6					121	125
7					125	129
8					129	132
9					132	136
10					136	139
11					139	143
12					143	146
13						150
14						154
15						157
16						161
17						164
18						168
19						171

Table 6.

INDEX OF LOUISIANA SALARY SCHEDULE

Act 3 of 1956

Years of Experience	Less Than One Year College	One Year College	Two Years College	Three Years College	Bachelor's Degree	Master's Degree
0	56	65	71	82	100	106
1	59	68	74	85	103	109
2	62	71	76	88	106	112
3	65	74	82	94	112	118
4			88	100	118	124
5			94	106	124	129
6			100	112	129	135
7			106	118	135	141
8			112	124	141	147
9			118	129	147	153
10				135	153	159
11					159	165
12					165	171
13						176
14						182
15						188

Table 7.

INDEX OF LOUISIANA SALARY SCHEDULE

Act 28 of 1964

Years of Experience	Two Years College	Three Years College	Bachelor's Degree	Master's Degree	Master's Plus 30 *	Ph. D. or Ed.D. Degree
0	55	64	100	105	105	120
1	57	66	105	109	109	125
2	59	68	109	114	114	130
3	64	73	114	118	118	136
4	68	77	118	123	123	143
5	73	82	123	130	131	150
6	77	86	127	136	139	157
7	82	93	132	143	147	164
8	89	100	136	150	155	170
9	96	107	143	157	162	177
10	102	114	150	164	170	184
11				170	178	191
12					186	198

*Master's degree plus 30 graduate hours.

Table 8.

INDEX OF LOUISIANA SALARY SCHEDULE

Act 397 of 1968
And Act 14 of 1973 Ex. Sess.[a]

Years of Experience	Two Years College	Three Years College	Bachelor's Degree	Master's Degree	Master's Plus 30 *	Specialist In Education	Ph. D. or Ed. D. Degree
0	67	73	100	103	103	108	115
1	68	75	103	107	107	112	118
2	70	77	107	110	110	115	122
3	73	80	110	113	113	118	127
4	77	83	113	117	117	122	132
5	80	87	117	122	122	128	137
6	83	90	120	127	128	133	142
7	87	95	123	132	134	139	147
8	92	100	127	137	140	145	152
9	97	105	132	142	146	151	157
10	102	110	137	147	152	157	162
11				152	158	162	167
12					163	168	172

[a] Act 14 of 1973 Ex. Sess. granted the same percentage increase for all categories and hence, made no changes in the 1968 index.

* Master's degree plus 30 graduate hours.

experience and training was again reduced. The index for half-year implementation of the act, effective for fiscal 1974-75, is shown in Table 9. Table 10 shows the index for full year implementation. The top of the scale for bachelor's degree teachers, with full implementation of the 1975 act, will be 135; for those with a master's, 150; for a master's plus 30 graduate hours, 161; for a specialist, 166; and for a doctorate, 170.

Factors in a Salary Index Schedule

In the *School Executive's Guide* (prepared by The Prentice-Hall Editorial Staff and a Board of 46 Contributors, Prentice Hall, Englewood Cliffs, N. J., 1964, p. 139), Eric Rhodes sets forth certain policies considered to be factors in a good salary index schedule. These criteria are summarized, along with their application to Louisiana's salary schedule that would be in effect for fiscal 1975-76.

1. *Annual increments should be 5 or 6 percent*. Louisiana's schedule provides increments of 3 percent in the early years of teaching for most categories of teachers, but they rise to 5 or 6 percent in later years.

2. *A teacher should be able to double his salary at some stage of his career*. The maximum under Louisiana's schedule is 170 for a teacher with a doctorate and 12 years of teaching experience.

3. *The ratios among training levels should be at least 10 percent*. Under Louisiana's schedule, the ratio is 10 percent between the schedule for a bachelor and master degree teacher with 9 or 10 years of experience, but it is less than 10 percent in most instances.

4. *To encourage advanced training, there should be one or more additional steps at the top of each training level. A possible exception would be a schedule which grants larger increments for higher levels, such as 5 percent raises for a bachelor's degree and 7 percent for a master's degree.* Louisiana's schedule provides additional increments for higher levels of training. The maximum for a bachelor's degree is 10 years of experience; for a master's, 11 years; and for those with education beyond a master's, 12 years.

It may be noted that the Georgia, North Carolina, and Ohio index schedules provide experience increments far below Rhodes's recommendations. The state schedules give educational attainment increments which are consistent with Rhodes.

Table 9.

Index of Louisiana Salary Schedule
Act 52 of 1975 Ex. Sess.
(Half Year, Effective for Fiscal 1974-75)

Years of Experience	Two Years College	Three Years College	Bachelor's Degree	Master's Degree	Master's Plus 30*	Specialist in Education	Ph.D. or Ed. D. Degree
0	68	74	100	103	103	108	115
1	69	76	103	106	106	111	118
2	71	77	106	110	110	115	121
3	74	81	110	113	113	118	126
4	77	84	113	116	116	121	131
5	81	87	116	121	122	127	136
6	84	90	119	126	128	132	141
7	87	95	123	131	133	138	146
8	92	100	126	136	139	144	151
9	97	105	131	141	145	150	156
10	102	110	136	146	151	158	161
11				151	156	161	166
12					162	167	171

*Master's degree plus 30 graduate hours.

Table 10.

INDEX OF LOUISIANA SALARY SCHEDULE

Act 52 of 1975 Ex. Sess.

(Full Year, Effective for Fiscal 1975-76)

Years of Experience	Two Years College	Three Years College	Bachelor's Degree	Master's Degree	Master's Plus 30*	Specialist in Education	Ph. D. or Ed. D.
0	69	75	100	103	103	108	114
1	70	76	103	106	106	111	117
2	72	78	106	109	109	114	120
3	75	81	109	112	112	117	125
4	78	84	112	116	116	120	130
5	81	88	116	120	121	126	135
6	84	91	119	125	127	132	140
7	88	95	122	130	132	137	145
8	92	100	125	135	138	143	150
9	97	105	130	140	144	149	155
10	102	109	135	145	150	155	160
11				150	156	160	165
12					161	166	170

* Master's degree plus 30 graduate hours.

A Model Index Salary Schedule for Louisiana

The staff has prepared a model index salary schedule adapted for use in Louisiana. (See Table 11.) As does the salary schedule in present use, the model provides increments for years of experience and for increased levels of education.

The weight attached to experience and education is, of course, judgmental. Existing state schedules and the ideal model presented by Rhodes show varying approaches. In preparing a Louisiana model, the staff attempted to provide equalized experience and educational increments which would produce salaries in the upper levels of the schedule close to, but not less than, upper level salaries in the present schedule as indexed in Table 10.

The model provides experience increments of 4 percent at all levels of the schedule. Increases in educational level gain increments of 8 percent at all except the doctorate level. The doctorate level increments are 2 percent above the specialist in education increments. Both of these degrees are terminal. The larger increments for the doctorate level reflect the more stringent requirements for obtaining this degree.

Actual dollar salaries employing the index model with the present starting salary, $6730, are shown in Table 12. Dollar increases for index model salaries over present salaries are given in Table 13. A study of this table shows that the largest increases are in middle levels of the schedule. However, most teachers are at the top of the schedule.

This example of an index schedule, with costs at several other beginning salary levels, is discussed in Chapter XI, Staff Conclusions and Recommendations on Teacher Salaries and Certification and Chapter XII, Report to the Governor by the Governor's Education Study Committee.

Table 11.

INDEXED SALARY SCHEDULE MODEL

Example for Louisiana

Years of Experience	Bachelor's Degree	Master's Degree	Master's Degree Plus 30*	Specialist in Education	Ph. D. or Ed.D. Degree
0	100	108	116	124	126
1	104	112	120	128	130
2	108	116	124	132	134
3	112	120	128	136	138
4	116	124	132	140	142
5	120	128	136	144	146
6	124	132	140	148	150
7	128	136	144	152	154
8	132	140	148	156	158
9	136	144	152	160	162
10	140	148	156	164	166
11		152	160	168	170
12			164	172	174

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* Master's degree plus 30 graduate hours.

Table 12

INDEX SALARY SCHEDULE MODEL

Example for Louisiana
(Dollar Amounts)

Years of Experience	Bachelor's Degree	Master's Degree	Master's Degree Plus 30 *	Specialist in Education	Ph. D. or Ed.D. Degree
0	$ 6730 **	$ 7268	$ 7807	$ 8345	$ 8480
1	6999	7538	8076	8614	8749
2	7268	7807	8345	8884	9018
3	7538	8076	8614	9153	9287
4	7807	8345	8884	9422	9557
5	8076	8614	9153	9691	9826
6	8345	8884	9422	9960	10,095
7	8614	9153	9691	10,230	10,364
8	8884	9422	9960	10,499	10,663
9	9153	9691	10,230	10,768	10,903
10	9422	9960	10,499	11,037	11,172
11		10,230	10,768	11,306	11,441
12			11,037	11,576	11,710

* Master's degree plus 30 graduate hours.

** Amount that would be effective for 1975-76 under present law.

Table 13.

DOLLAR DIFFERENCES AT EACH STEP, INDEX MODEL AT $6730 START COMPARED TO PRESENT SCHEDULE FOR 1975-76

Example for Louisiana

Years of Experience	Bachelor's Degree	Master's Degree	Master's Degree Plus 30 *	Specialist in Education	Ph. D. or Ed.D. Degree
0	$ --	$ 327	$ 866	$ 1087	$ 800
1	58	386	924	1146	859
2	116	444	982	1204	916
3	175	502	1040	1263	868
4	233	560	1099	1320	805
5	291	512	999	1216	742
6	349	465	892	1098	679
7	407	401	773	981	616
8	466	338	655	862	583
9	401	275	537	743	490
10	338	212	419	624	426
11		150	299	506	363
12			181	388	300

* Master's degree plus 30 graduate hours.

CHAPTER X

PUPIL-TEACHER RATIOS

Concern has been expressed about overcrowded classes in the state, particularly at the elementary level. However, specific information as to the extent of this problem was not available, and hence the committee staff collected data.

State Allotment of Teachers

The state exerts considerable influence as to how many teachers are employed by local school boards. It does so through its Public School Fund distribution formula, sometimes called the minimum foundation or equalization program.

Under the present formula, the state allots or pays state minimum salaries for a stipulated number of teachers, based on the number of students in a school. Under the pupil-teacher ratio used for allotting kindergarten and elementary teachers, the state pays salaries of one teacher for every 27 students, with allowance for additional teachers at smaller schools. The pupil-teacher allotment ratio for secondary schools is 25 to one with allowance also made for smaller schools. The state also allots an additional teacher to serve as a principal if a school employs seven or more teachers, and an additional teacher who may serve as assistant principal in schools with 15 or more teachers. Additional teachers are allotted by the state for "enrichment" purposes (such as guidance counselors, librarians, and teachers of vocational courses, music and art), but for grades nine through twelve only.

In recent years the state has gradually reduced its pupil-teacher allotment ratio for elementary grades. It was 30:1 prior to 1969-70, reduced to 29:1 in 1969-70; reduced to 28:1 in 1970-71 and reduced again to 27:1 in 1971-72. Since then, requests have been made to reduce the ratio for elementary grades to 26:1 and eventually to 25:1 as provided for secondary schools.

The number of teachers allotted at the junior high level (grades seven and eight) varies. If classes are self-contained, i.e., the teacher has the same number of students all day, then the elementary allotment is used. If classes are departmentalized, i.e., a teacher does not teach the same students all day but rather, different classes, then the allotment for grades seven and eight is the same as for secondary schools (25:1), provided the junior high teacher is certified as a secondary teacher.

The state uses a different ratio for allotting teachers in special education. For teachers of handicapped students, the range is one teacher for every three to 18 pupils, depending upon the handicap. For the gifted, the ratio is one teacher per 18-24 students.

Most systems employ more teachers than the number allotted by the state. During the past ten years, the number of regular and special education teachers employed by local school systems above state allotment was:

School Year	No. Teachers Employed Above Allotment	School Year	No. Teachers Employed Above Allotment
1963-64	155	1969-70	1,494
1964-65	267	1970-71	1,566
1965-66	373	1971-72	863
1966-67	715	1972-73	881
1967-68	865	1973-74	977
1968-69	1,182	1974-75	1,537

The number of teachers employed above state allotment by school system during the past three years is shown in Table 1.

The pupil-teacher ratio is less than the state standard of 27:1 for kindergarten and elementary and 25:1 for secondary because the state allows more teachers for smaller schools, and some systems employ more teachers than the state allots. For example, the pupil-teacher ratio, excluding special education teachers, for 1974-75 is 26.8 to one for kindergartens; 23.2 to one for elementary grades; and 19.1 to one for secondary grades. The state average for all grades is 21.2 to one.

While the state allots teachers on a school-by-school basis, with a lower pupil-teacher ratio for secondary schools, the local systems can determine how many teachers are assigned to individual schools. All that the state requires for a system to receive funds for the number of allotted teachers is that it employ the total number allotted for the entire system. Hence, a system may assign fewer teachers to elementary schools than the formula would indicate and assign them to high schools, or it may employ "enrichment" teachers such as guidance counselors and librarians at elementary schools rather than regular classroom teachers. In other words, the decision as to how many teachers are assigned to a particular school and the use made of them is a local one.

Table 1.

NUMBER OF TEACHERS EMPLOYED ABOVE STATE ALLOTMENT
(Regular and Special Education Teachers)

School System	1972-73	1973-74	1974-75
Acadia	2	2	8
Allen	3	6	9
Ascension	20	14	19
Assumption	0	0	0
Avoyelles	0	1	3
Beauregard	20	0	8
Bienville	2	0	0
Bossier	4	6	2
Caddo	120	169	259
Calcasieu	95	120	128
Caldwell	0	0	1
Cameron	14	14	17
Catahoula	0	2	0
Claiborne	0	0	0
Concordia	0	0	1
DeSoto	2	0	1
East Baton Rouge	159	166	234
East Carroll	0	0	0
East Feliciana	0	0	0
Evangeline	0	0	0
Franklin	0	0	0
Grant	0	1	4
Iberia	19	19	20
Iberville	3	1	7
Jackson	5	0	0
Jefferson	1	2	83
Jefferson Davis	13	6	1
Lafayette	33	55	52
Lafourche	7	5	29
LaSalle	7	0	0
Lincoln	0	8	9
Livingston	6	3	12
Madison	2	8	3
Morehouse	4	0	9
Natchitoches	1	0	8
Orleans	99	159	292
Ouachita	5	12	18
Plaquemines	7	0	9
Pointe Coupee	9	3	12
Rapides	41	0	13
Red River	7	0	0
Richland	0	0	6
Sabine	0	0	0
St. Bernard	1	1	2
St. Charles	10	10	9
St. Helena	1	0	2
St. James	0	1	2
St. John the Baptist	30	32	37
St. Landry	7	8	23
St. Martin	9	0	2
St. Mary*	23	38	19
St. Tammany	6	16	24
Tangipahoa	0	0	7
Tensas	0	0	0
Terrebonne	6	0	10
Union	0	4	0
Vermilion	21	36	61
Vernon	0	1	5
Washington	0	0	0
Webster	36	30	30
West Baton Rouge	0	1	2
West Carroll	0	0	0
West Feliciana	0	0	0
Winn	0	0	0
City of Monroe	16	10	20
City of Bogalusa	3	10	7
TOTAL	881	977	1,537

* Does not total exactly due to rounding.

Source: Louisiana State Department of Education, School Finance and Statistics.

Table 2 shows the pupil-teacher ratios for the 1974-75 school year, by local system. Included as "teachers" are those not directly responsible for classroom instruction such as nonteaching principals and assistant principals, guidance counselors and librarians -- all of whom are reimbursable as teachers under the state formula. Excluded, except in the last column of Table 2, are teachers whose salaries are payable from federal funds; data is not available as to grades taught by federal teachers. The data includes the number of teachers allotted and employed plus teachers employed above state allotment.

The greatest range in pupil-teacher ratios is at the kindergarten level -- 18.1 pupils per teacher in Cameron to a high of 36.5 to one in Assumption. (Three systems still do not have any kindergartens, and some that do lack enough facilities to take care of all who may wish to attend.) At the elementary level, the lowest ratio is 17.9 pupils per teacher in Red River and the highest is 27.6 to one in Iberville. The variance at the secondary level runs from 13.3 pupils per teacher in Tensas to 24.3 to one in Plaquemines. When all three levels are combined, the system with the lowest pupil-teacher ratio is Cameron (17.2 to one) and the system with the highest ratio is Jefferson (23.2 to one). If federally paid teachers are included, the pupil-teacher ratios range from 16.9 to one in both Cameron and Catahoula to a high of 23.2 to one in Jefferson.

The data shown in Table 2 does not seem to indicate pupil-teacher ratios are unduly high in any system, with the possible exception of kindergartens in some locales. However, these are averages for an entire school system, and do not reveal actual classroom situations. Also, as noted, persons other than classroom teachers are included in the ratios.

Size of Classes in Elementary Grades

In order to gain insight into pupil-teacher ratios, the staff of the Governor's Education Study Committee surveyed the number of students in the elementary classes (grades one through eight) in each public school with such classes. Source of this data is the Annual School Report, 1974-75 School Session, submitted by each school to the Louisiana Department of Education. This report shows every faculty member in a school, along with his teaching schedule and the number of students in each of his classes throughout the day. A total of 105,756 elementary classes were counted in the 66 local public school systems.

Table 2.

PUPIL-TEACHER RATIOS,* BY GRADE LEVEL AND SCHOOL SYSTEM, 1974-75

(Based on State Allotment Plus Other Teachers Employed Above Allotment)

SCHOOL SYSTEM	KINDERGARTEN	ELEMENTARY	SECONDARY	TOTAL	TOTAL INCL. FEDERAL TEACHERS
Acadia	25.3	20.0	22.7	21.4	20.8
Allen	28.8	24.6	17.7	21.0	20.7
Ascension	30.8	24.8	18.5	21.8	20.9
Assumption	36.5	23.5	21.6	23.0	21.6
Avoyelles	23.7	24.9	17.0	20.4	20.4
Beauregard	25.8	24.4	18.0	21.2	21.2
Bienville	22.8	21.8	17.0	19.3	18.4
Bossier	27.9	23.4[a]	20.1[ab]	21.9[ab]	21.3[ab]
Caddo	31.5	21.6[a]	19.0[a]	20.6[a]	19.7[a]
Calcasieu	25.3	22.7	18.4	20.3	19.8
Caldwell	32.0	23.9[a]	20.4[a]	22.5[a]	20.1[a]
Cameron	18.1	19.3	15.1	17.2	16.9
Catahoula	22.9	23.7	15.3	18.9	16.9
Claiborne	25.8	23.6	15.5	19.3	17.3
Concordia	34.6	22.7	17.9	20.7	20.0
DeSoto	25.3	24.5	17.0	20.4	19.2
East Baton Rouge	26.1	20.8	20.4	20.9	20.8
East Carroll	- 0 -	24.4	18.2	21.3	19.2
East Feliciana	20.5	22.3	17.8	20.0	18.6
Evangeline	22.8	24.9	17.5	21.4	19.0
Franklin	26.1	22.3	17.7	20.0	18.5
Grant	25.4	24.6	16.6	20.3	20.3
Iberia	24.1	25.6	19.1	22.1	20.6
Iberville	25.1	27.6	16.1	20.6	18.8
Jackson	22.5	23.5	16.6	19.6	18.7
Jefferson	- 0 -	25.2[a]	21.5[a]	23.2[a]	23.2[a]
Jefferson Davis	27.9	24.3	17.9	20.8	20.2
Lafayette	24.1	22.1	21.2	21.7	20.7
Lafourche	27.9	23.2	19.5	21.5	20.9
LaSalle	27.0	22.2	19.6	21.2	20.7
Lincoln	25.9	23.7[a]	17.6[a]	20.3[a]	19.3[a]
Livingston	28.6	23.4	18.0	20.6	20.1
Madison	32.0	24.3	17.8	21.0	19.8
Morehouse	25.0	24.0	19.4	21.6	20.4
Natchitoches	24.0	21.8[a]	17.0[a]	19.4[a]	18.2[a]
Orleans	27.6	25.0[a]	18.8[a]	21.9[a]	20.9[a]
Ouachita	26.9	23.0	19.2	22.3	21.1
Plaquemines	20.1	19.2	24.3[a]	21.2[a]	19.7[a]
Pointe Coupee	21.6	25.0	16.3	19.9	19.0
Rapides	26.6	23.9	19.8	21.9	21.9
Red River	25.8	17.9	19.9	19.2	17.3
Richland	20.8	23.2[a]	18.2[a]	20.8[a]	19.3[a]
Sabine	29.2	19.0	21.4	20.6	19.2
St. Bernard	28.8	20.4	22.4[b]	21.9[b]	21.8[b]
St. Charles	29.4	22.3	20.9	21.9	21.3
St. Helena	26.0	24.3	14.5	19.9	18.6
St. James	25.8	22.0	18.8	20.6	19.2
St. John the Baptist	31.3	19.5	17.6	19.0	18.0
St. Landry	26.1	24.8	17.2	20.8	19.9

(Continued)

Table 2 (Continued)

SCHOOL SYSTEM	KINDERGARTEN	ELEMENTARY	SECONDARY	TOTAL	TOTAL INC FEDERAL TEACHERS
St. Martin	26.3	23.3	19.9	21.8	19.8
St. Mary	24.7	23.0	20.0	21.6	21.0
St. Tammany	22.8	25.8	17.9	21.2	20.8
Tangipahoa	32.8	23.3	18.4	21.0	19.8
Tensas	28.0	24.3	13.3	19.6	17.1
Terrebonne	25.2	23.1	20.6	22.1	21.8
Union	21.6	24.0	16.7	19.6	19.2
Vermilion	20.9	18.8	19.5	19.2	18.5
Vernon	29.9	24.3	17.2	21.4	20.7
Washington	26.2	22.0	18.8[a]	20.6[a]	20.6[a]
Webster	26.3	22.4	17.2[a]	19.7[a]	18.6[a]
West Baton Rouge	- 0 -	24.2	16.7	20.8	19.2
West Carroll	25.8	24.7	15.2	19.2	18.0
West Feliciana	29.3	23.1	18.0	20.6	19.3
Winn	24.8	23.8	15.6	19.6	18.6
City of Monroe	29.9	23.3	19.0	21.2	20.1
City of Bogalusa	27.9	22.6	19.7	21.3	20.1
STATE	26.8	23.2	19.1	21.2	20.5

* Excludes all special education teachers, 23.5 teachers with less than two years of college whose salaries are not paid by the state, and 11 special day care center teachers. Includes guidance counselors and librarians. Grades seven and eight may be considered "elementary" in some instances and "secondary" in others, depending upon the organization of the school.

a - Excludes teachers on sabbatical leave who are counted along with their replacements in the state computations.

b - Excludes community college teachers who are not secondary teachers, but are included in state computation of teachers.

Source: Louisiana State Department of Education, School Finance and Statistics.

Methodology

The staff decided to omit from the tabulation the nontypical class which would have an unusually small or large number of students because of its nature. Omitted were special education classes, reading and mathematics laboratories and other remedial classes which characteristically have few students. Also excluded were music, band and chorus classes as well as physical education classes which frequently have an abnormally large number of pupils per teacher.

In counting teachers in a classroom situation, enrichment personnel (such as helping teachers, teachers' aides, resource teachers, nonteaching principals and assistant principals, guidance counselors, librarians, speech therapists, itinerant teachers and Council for the Development of French in Louisiana — CODOFIL -- teachers) were eliminated.

The actual hours that a teacher spends in a classroom in a learning situation were used as the basis for tabulating the number of classes. In following teachers' schedules, lunch and recess breaks were excluded as were homeroom; study hall; professional, planning or coordinating periods for teachers; diagnostic and skill development periods; work adjustment and related studies; and activity periods. It was necessary to count "departmentalized" classes as separate classes since the number of students taught by a teacher varied for one period to another. To give proper weight to "self-contained" classes (those in which a teacher has the same students throughout the day), each period of a self-contained class was counted as a separate class -- either five or six classes depending upon the particular study periods which were defined for this survey as 45 to 60 minutes.

A few schools were excluded -- one-teacher schools such as Australia Island; special schools for exceptional, handicapped or hospitalized children; and 23 schools with incomplete reports.

To facilitate the tabulation, unusually small and large sized classes were grouped into categories, generally a range of five students. However, for classes with 20 to 35 students, a count was made for each number, i.e., classes with 20 students, 21, 22, 23, etc. Of particular importance are those classes with less than 20 students and more than 35. Classes with fewer than 20 students would seem to be too small to make efficient use of teachers, whereas those with more than 35 do not conform to standards for state approval of schools which stipulate that 35 is the maximum enrollment allowed in a class or section. (State Department of Education, Handbook for School Administrators, Bulletin No. 741, Revised, p. 30.)

Appendix A shows detailed staff tabulations for each of the local school systems.

Findings

To pinpoint teacher staffing problems that might exist -- situations with very large or very small elementary classes -- the staff computed the percentage of elementary classes according to various ranges in number of students.

Classes Falling Above or Below State Ratio: Of the 105,756 elementary classes tabulated, 52.1 percent have 27 or fewer students, thereby either meeting or falling below the state allotted ratio. Falling above the 27 to one ratio, 26.7 percent of the classes have 28-30 pupils; 18.6 percent have 31-35 pupils, and only 2.6 percent have 36 or more pupils. (See Table 3.)

Most systems (52 of 66) have over half of their elementary classes with *27 or less* students. (See Table 3.) Five large urban areas were included in the 14 systems where more than half of the classes have *28 or more* students. These urban systems are Caddo (55.2 percent); Jefferson (71.6 percent); Lafayette (52.2 percent); Orleans (63.5 percent); and Rapides (50.8 percent). The other nine systems where a majority of classes have *28 or more* students are Assumption (55.3 percent); Evangeline (54.1 percent); Iberia (55.8 percent); Jefferson Davis (55.0 percent); St. Helena (55.7 percent); St. Mary(52.9 percent); Terrebonne (55.7 percent); Vernon (56.4 percent); and the City of Bogalusa (50.8 percent). Figure 1 shows for each system the distribution of elementary classes according to various numbers of students.

Small Classes: School systems were ranked according to the proportion of elementary classes with *fewer than 20* students. (See Figure 2.) Catahoula has the largest proportion of classes in this group -- 39.3 percent, followed by Cameron (36.3 percent) and DeSoto (30.3 percent). For the most part, those systems with a substantial proportion of classes with less than 20 students are concentrated in the north and central parts of the state where population is declining. Over half the systems (34) have less than ten percent of their classes with fewer than 20 students. St. Martin has the smallest percentage of small classes (1.3 percent). Statewide, 7.5 percent of all elementary classes have less than 20 students.

Table 3.

RANGE IN CLASS SIZE OF LOUISIANA PUBLIC SCHOOLS, GRADES 1-8
1974-75 SCHOOL YEAR

SCHOOL SYSTEM	NO. CLASSES GRADES 1-8	PERCENT OF ELEMENTARY CLASSES WITH STUDENTS			
		27 OR FEWER	28-30	31-35	36 AND MORE
Acadia	1,629	52.5%	31.0%	15.8%	0.7%
Allen	582	53.6	14.3	28.7	3.4
Ascension	1,368	55.0	23.0	18.4	3.6
Assumption	700	44.7	29.1	25.0	1.1
Avoyelles	1,260	67.1	23.6	8.9	0.3
Beauregard	861	55.5	19.3	20.9	4.3
Bienville	508	59.4	23.4	15.9	1.2
Bossier	1,871	60.0	14.8	16.9	8.4
Caddo	5,349	44.8	33.6	20.7	0.9
Calcasieu	5,180	57.8	28.0	13.7	0.5
Caldwell	180	85.0	6.7	6.1	2.2
Cameron	342	75.7	12.3	11.7	0.3
Catahoula	425	76.5	14.4	9.2	0.0
Claiborne	493	72.8	22.1	4.7	0.4
Concordia	729	74.4	18.5	6.7	0.4
DeSoto	628	75.0	15.6	4.9	4.5
East Baton Rouge	8,004	54.4	27.3	17.1	1.1
East Carroll	371	69.3	17.0	13.5	0.3
East Feliciana	536	60.1	24.2	15.7	0.0
Evangeline	1,015	45.9	37.3	11.8	4.9
Franklin	894	59.6	23.4	15.7	1.3
Grant	501	55.1	23.0	21.0	1.0
Iberia	2,038	44.2	29.4	23.8	2.6
Iberville	933	68.5	18.6	12.8	0.1
Jackson	421	62.2	20.4	14.5	2.8
Jefferson	7,901	28.4	28.1	35.6	7.9
Jefferson Davis	894	45.0	28.9	25.1	1.1
Lafayette	3,778	47.8	32.6	18.9	0.7
Lafourche	2,489	63.6	29.1	7.3	0.1
LaSalle	487	63.2	26.5	10.1	0.2
Lincoln	710	54.2	26.9	17.5	1.4
Livingston	1,564	50.6	26.2	17.8	5.4
Madison	503	53.9	33.0	11.9	1.2
Morehouse	1,032	57.2	14.4	25.2	3.1
Natchitoches	1,242	75.9	15.5	8.2	0.4
Orleans	11,954	36.5	37.7	23.0	2.8
Ouachita	2,458	59.7	21.3	17.7	1.4
Plaquemines	803	66.2	24.9	8.0	0.9
Pointe Coupee	723	60.3	18.0	13.3	8.4
Rapides	3,518	49.2	25.0	23.3	2.5
Red River	278	80.2	15.1	4.7	0.0
Richland	705	58.3	20.8	20.6	0.3
Sabine	598	72.4	13.9	11.0	2.7
St. Bernard	1,362	51.2	26.3	21.1	1.3
St. Charles	1,109	53.0	30.0	15.4	1.5
St. Helena	341	44.3	35.8	18.8	1.2

(Continued)

Table 3 (Continued)

SCHOOL SYSTEM	NO. CLASSES GRADES 1-8	PERCENT OF ELEMENTARY CLASSES WITH STUDENTS 27 OR FEWER	28-30	31-35	36 AND MORE
St. James	736	67.4%	21.6%	11.0%	0.0%
St. John the Baptist	833	84.5	12.8	2.6	0.0
St. Landry	2,900	57.9	19.7	17.6	4.8
St. Martin	1,176	53.2	30.5	14.6	1.7
St. Mary	2,147	47.1	27.8	22.4	2.6
St. Tammany	2,547	55.6	19.6	18.3	6.6
Tangipahoa	1,962	58.4	26.2	13.4	2.0
Tensas	330	87.0	9.4	1.8	1.8
Terrabonne	3,004	44.3	32.7	22.7	0.3
Union	613	83.0	10.9	5.4	0.6
Vermilion	1,448	73.6	19.1	6.2	1.1
Vernon	1,188	43.6	14.6	27.4	14.4
Washington	727	68.6	19.3	10.3	1.8
Webster	1,157	64.4	15.0	17.6	3.1
West Baton Rouge	565	54.3	31.2	13.4	1.1
West Carroll	489	80.0	13.3	5.3	1.4
West Feliciana	250	95.6	4.4	0.0	0.0
Winn	538	51.7	31.6	16.2	0.6
City of Monroe	1,221	57.4	25.1	15.4	2.1
City of Bogalusa	648	49.2	40.6	10.2	0.0
STATE	105,756	52.1	26.7	18.6	2.6

Source: Staff tabulation from Louisiana State Department of Education, Annual School Report for the School Year 1974-75.

Figure 1.

PERCENTAGE OF ELEMENTARY CLASSES, ACCORDING TO CLASS SIZE
(1974-75 SCHOOL YEAR)

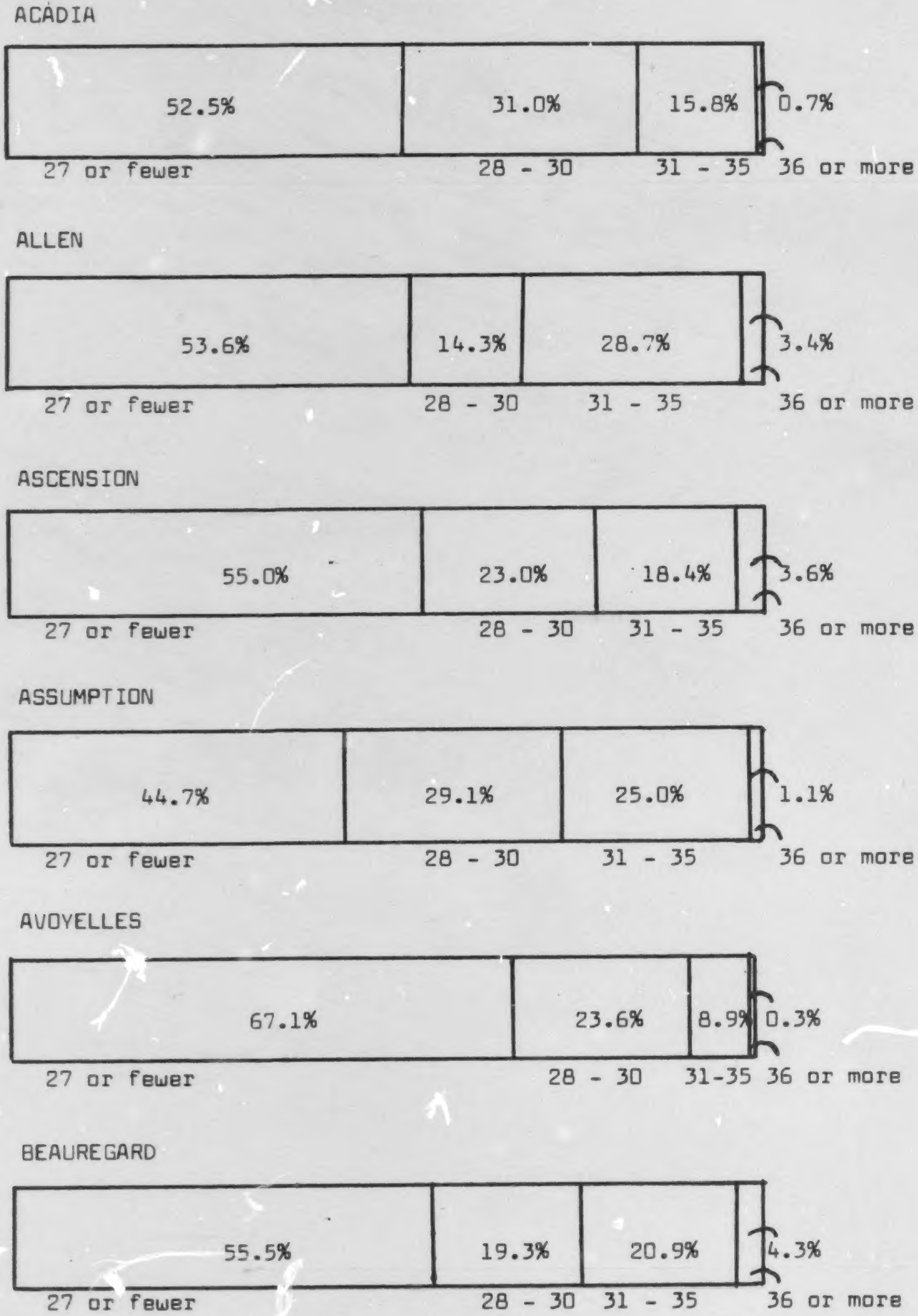

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Figure 1. (Continued)

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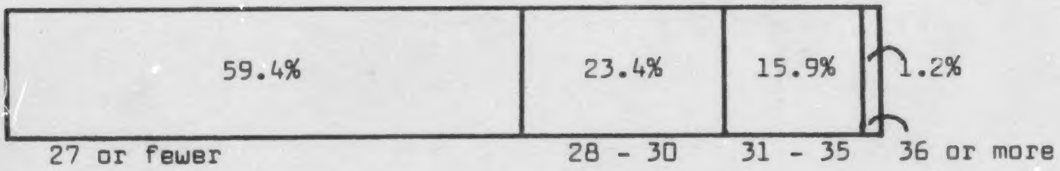

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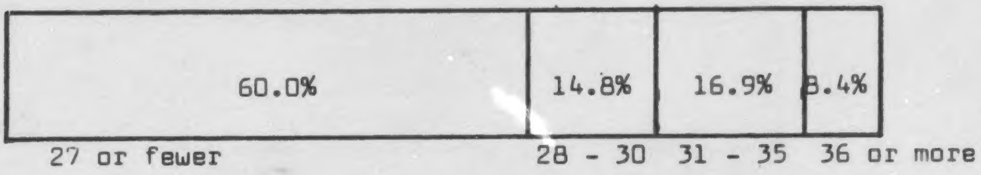

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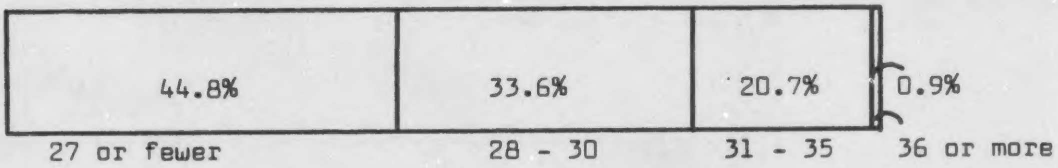

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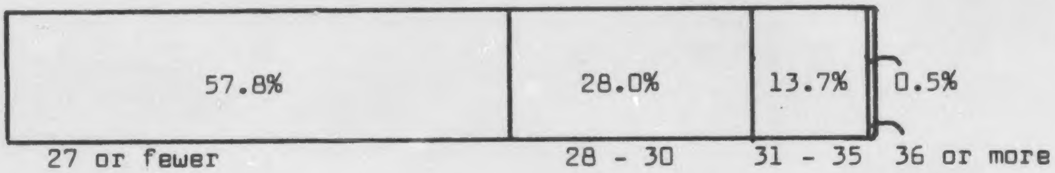

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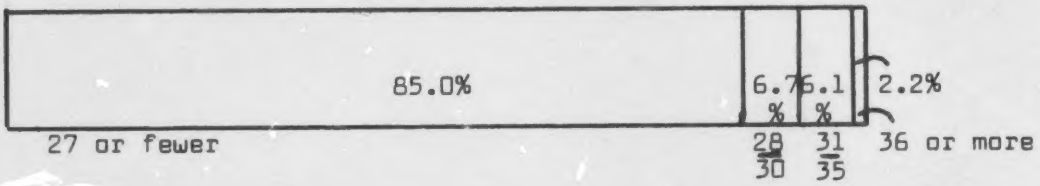

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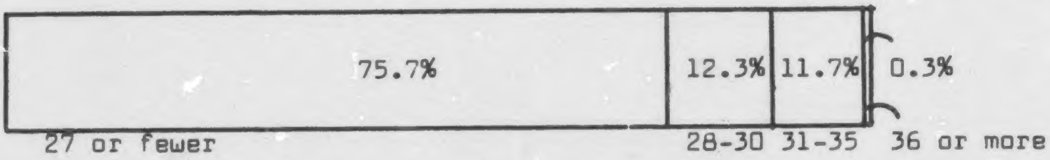

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Figure 1. (Continued)

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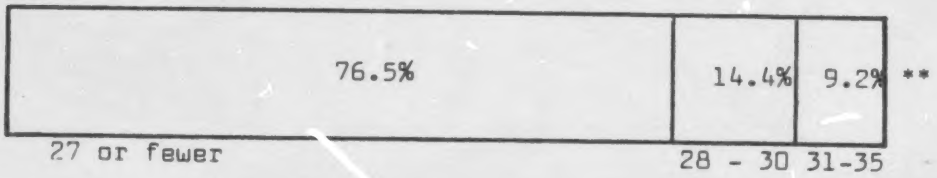

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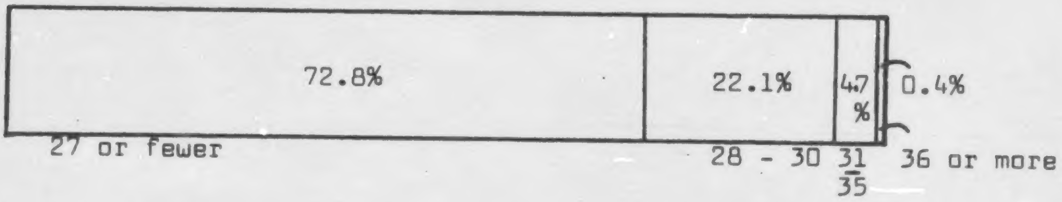

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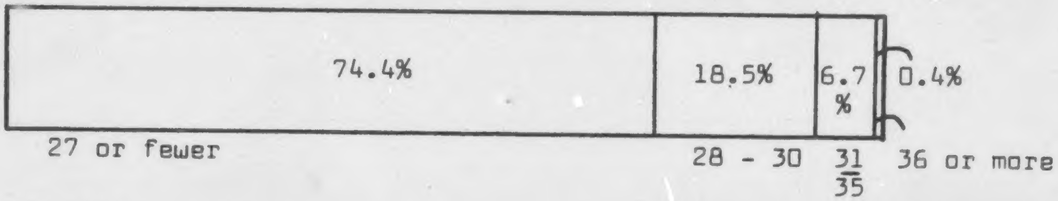

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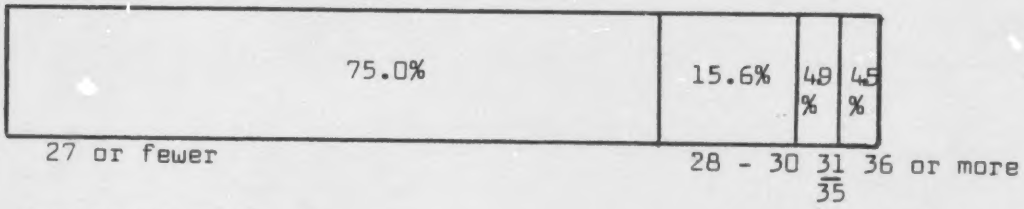

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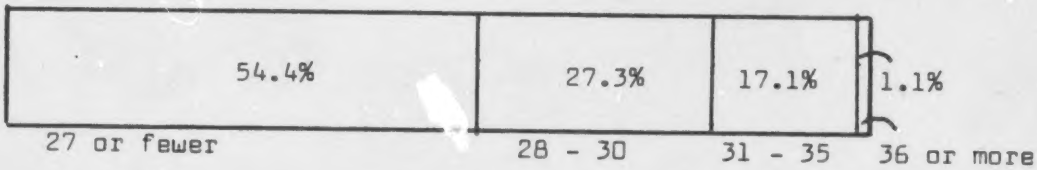

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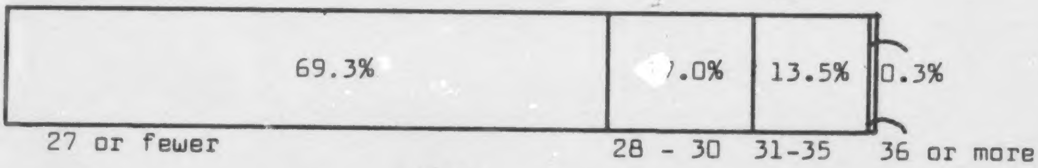

** No classes with 36 or more students

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Figure 1. (Continued)

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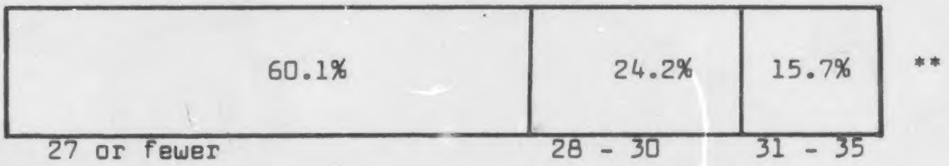

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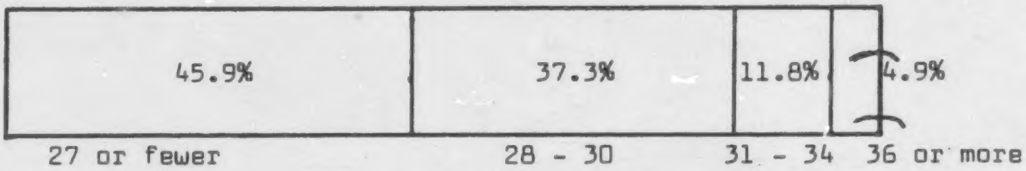

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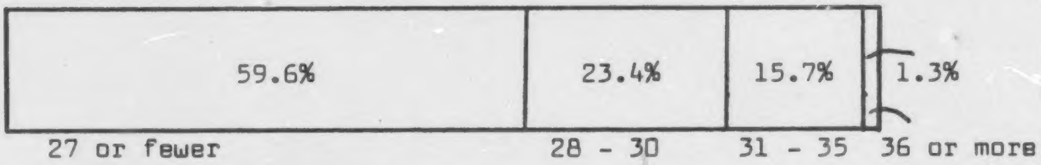

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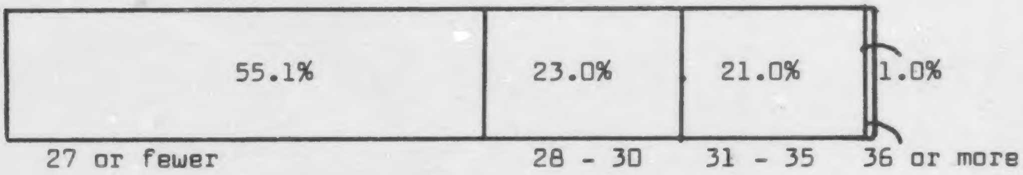

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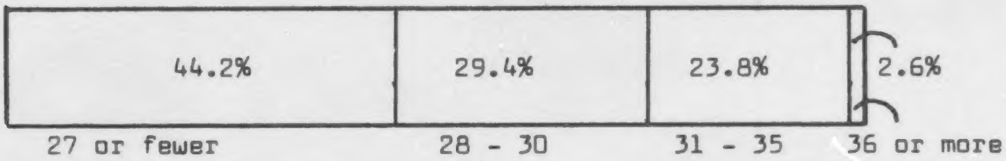

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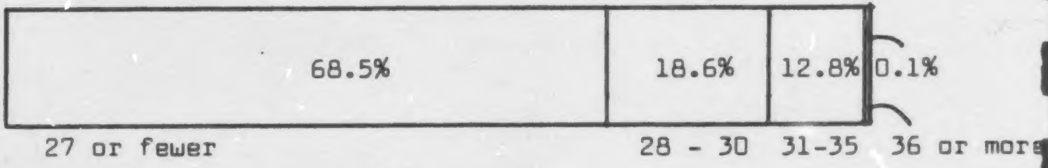

** No classes with 36 or more students

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Figure 1. (Continued)

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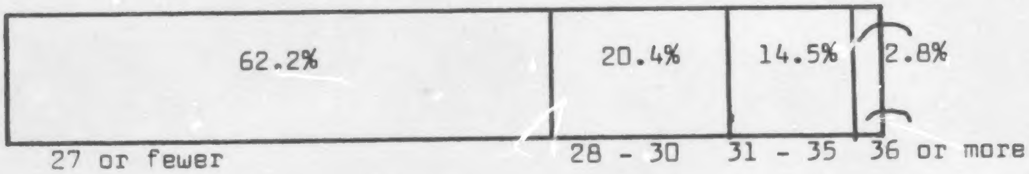

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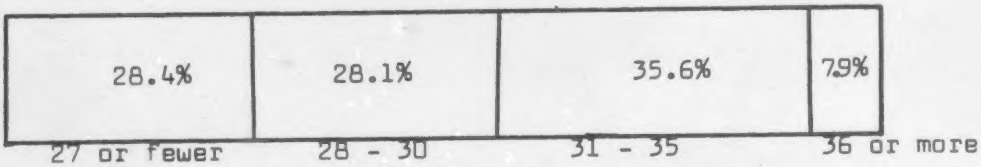

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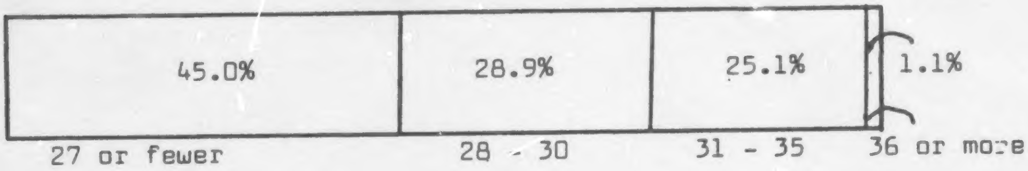

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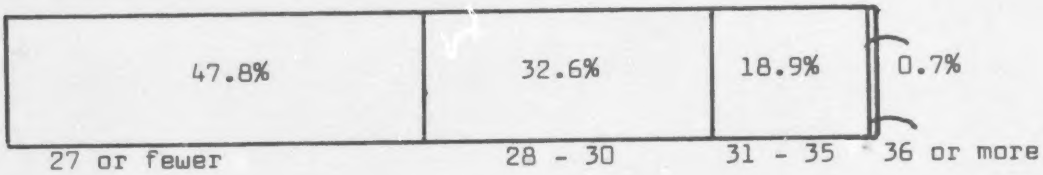

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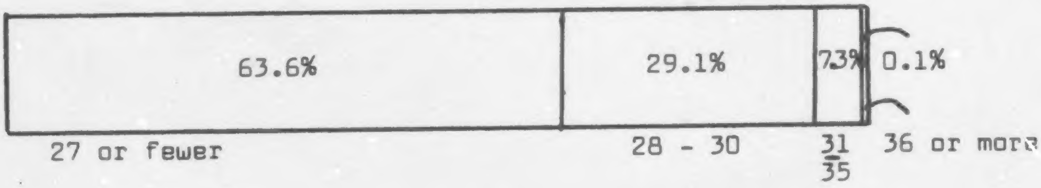

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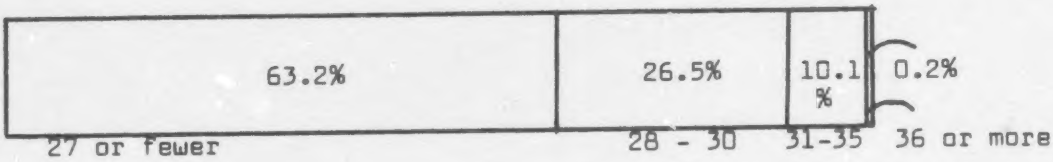

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Figure 1. (Continued)

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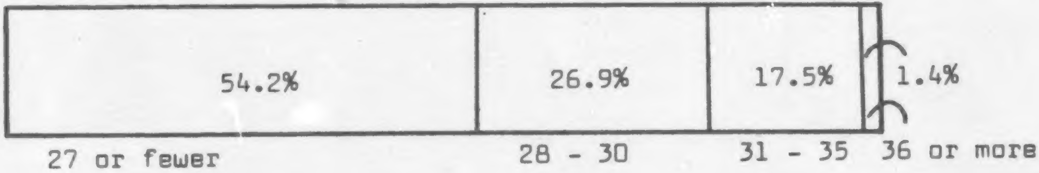

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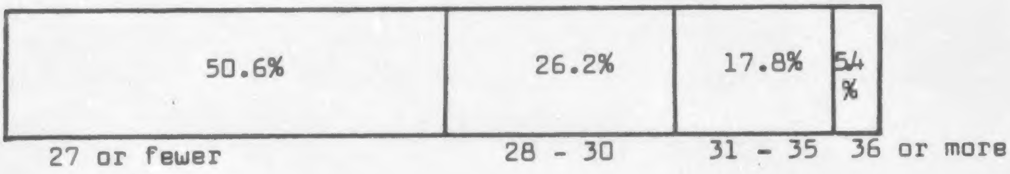

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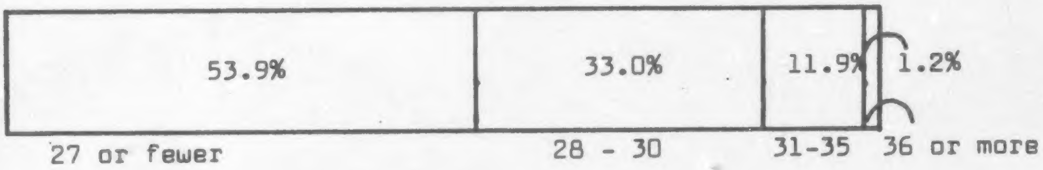

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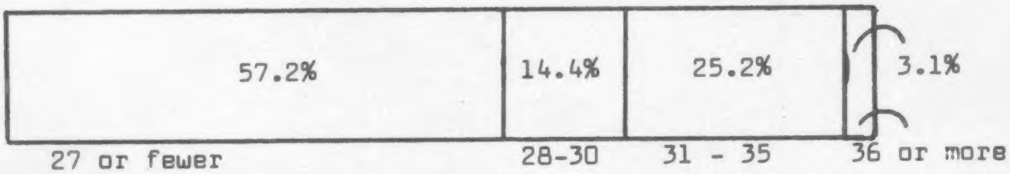

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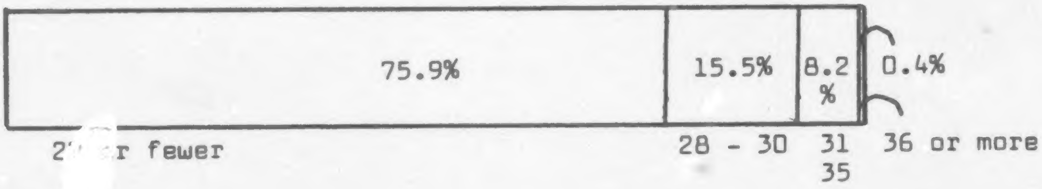

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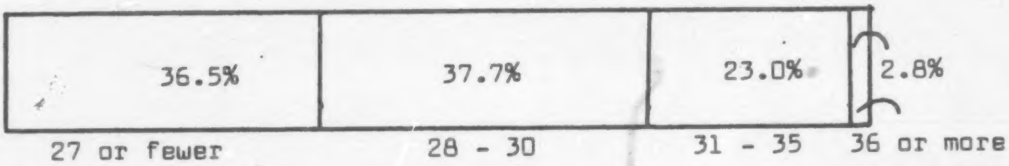

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Figure 1. (Continued)

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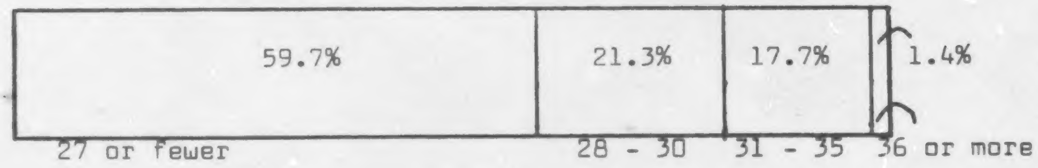

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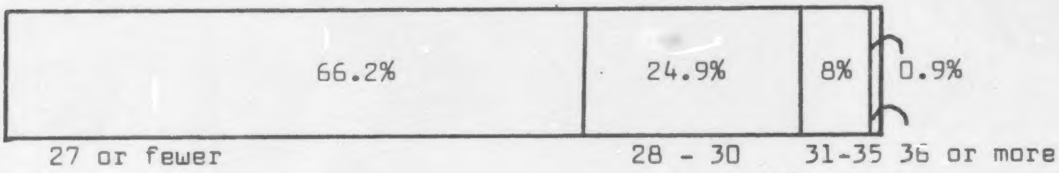

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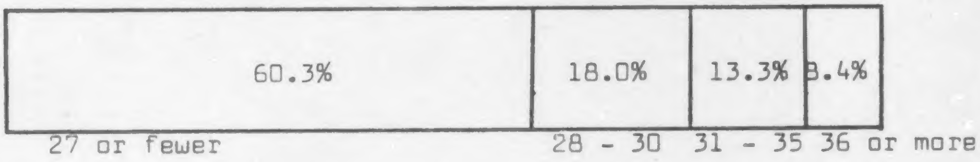

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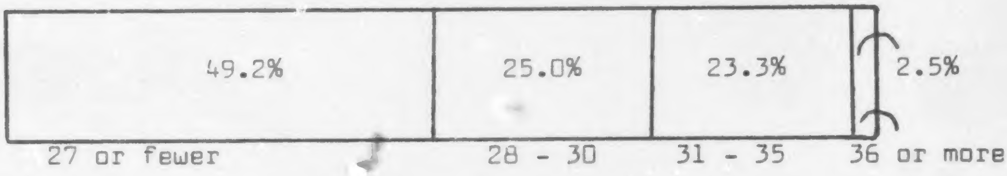

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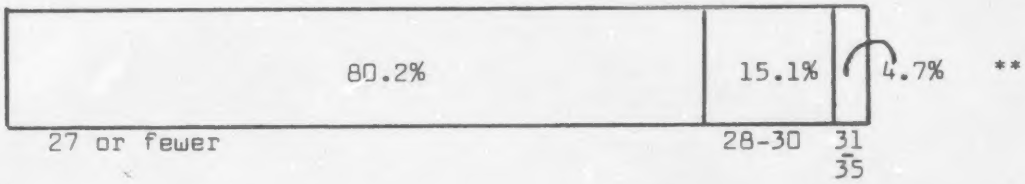
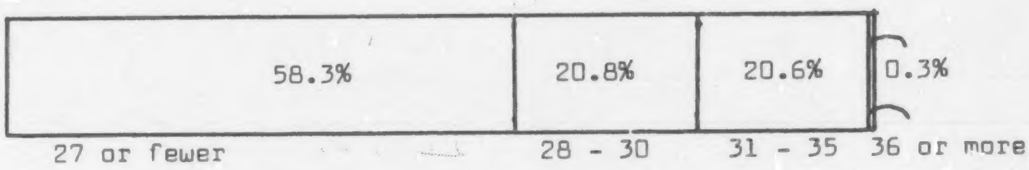


RICHLAND

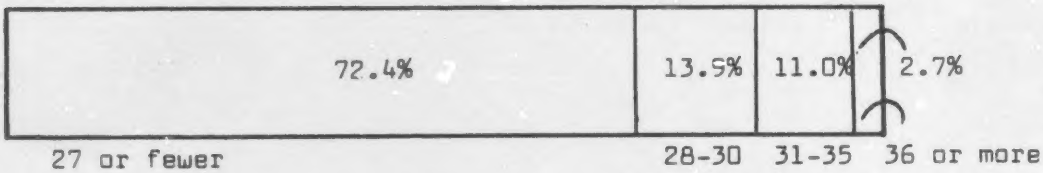


** No classes with 36 or more students

(Continued)

Figure 1. (Continued)

SABINE



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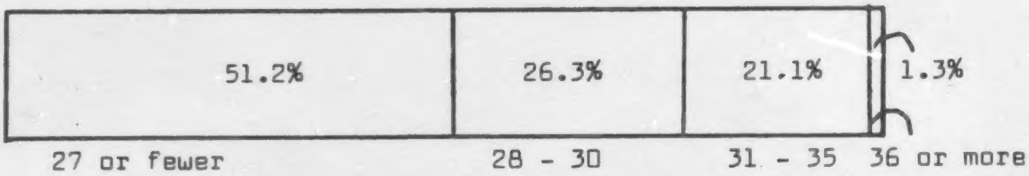

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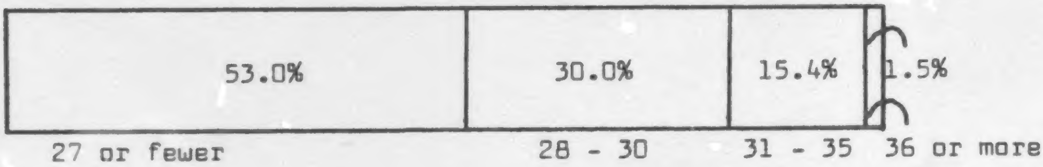
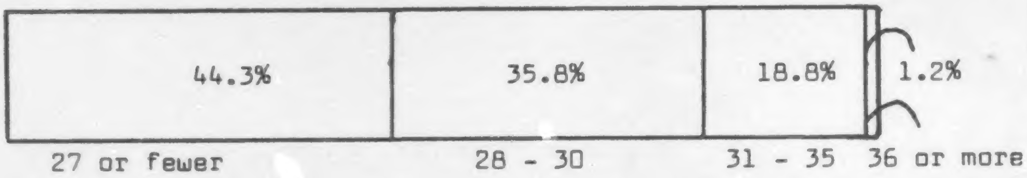
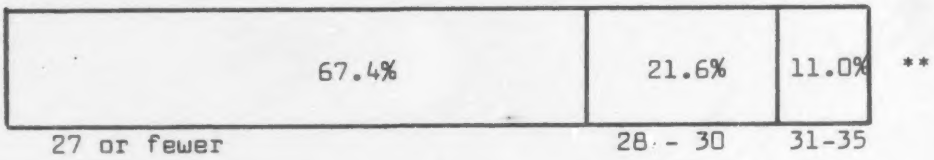


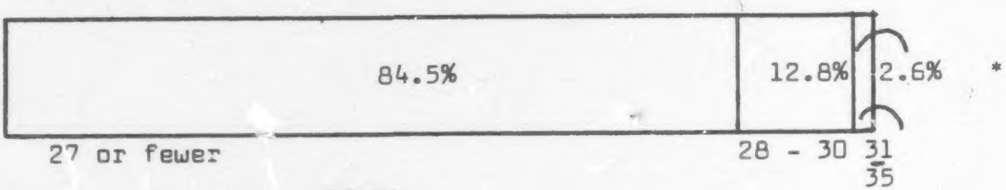
ST. HELENA



ST. JAMES



ST. JOHN THE BAPTIST

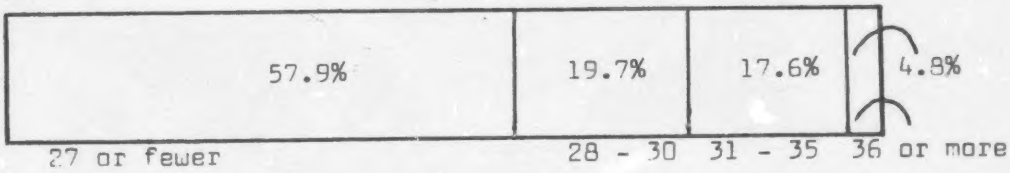


** No classes with 36 or more students

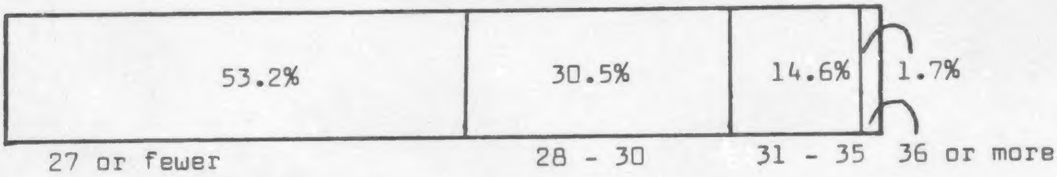
(Continued)

Figure 1. (Continued)

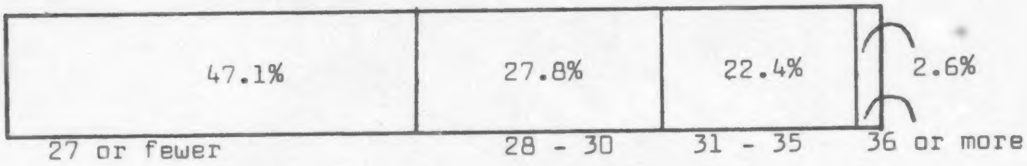
ST. LANDRY



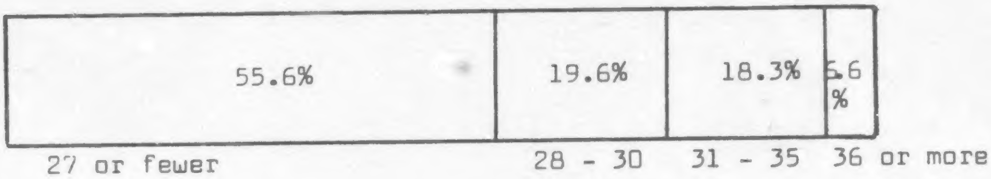
ST. MARTIN



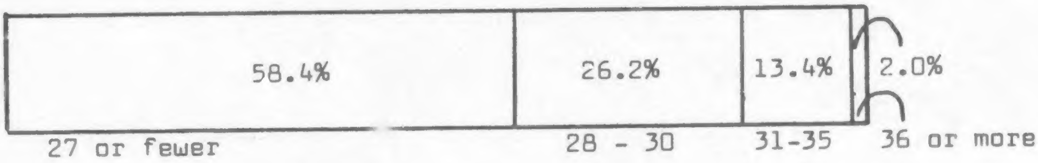
ST. MARY



ST. TAMMANY



TANGIPAHOA



TENSAS

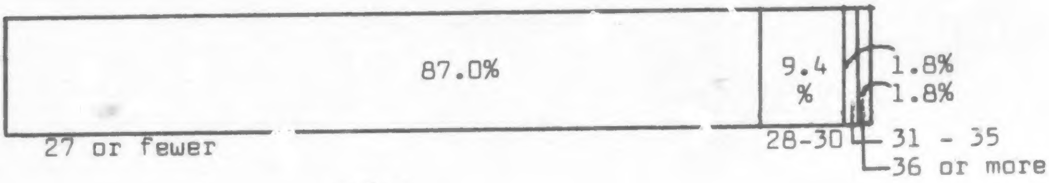


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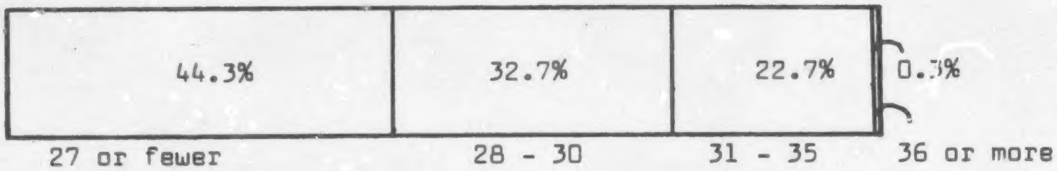
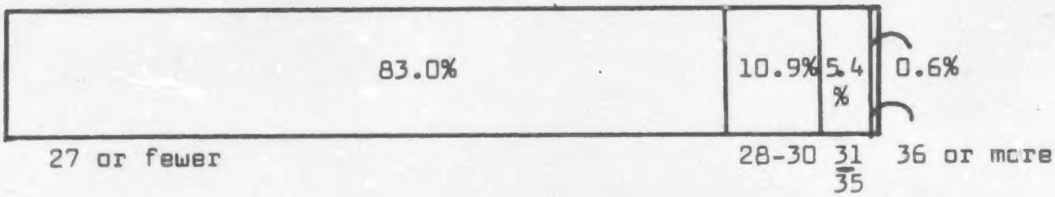
Figure 1. (Continued)

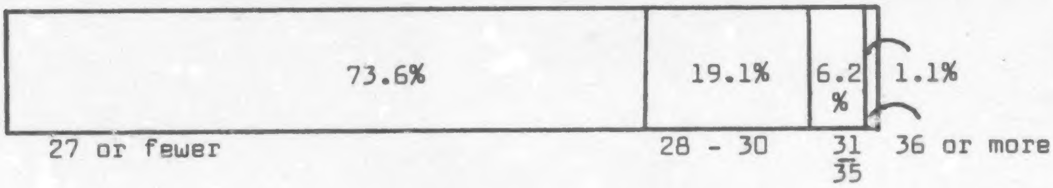
TERREBONNE



UNION



VERMILION



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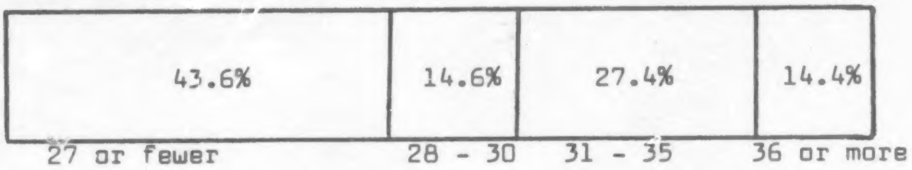
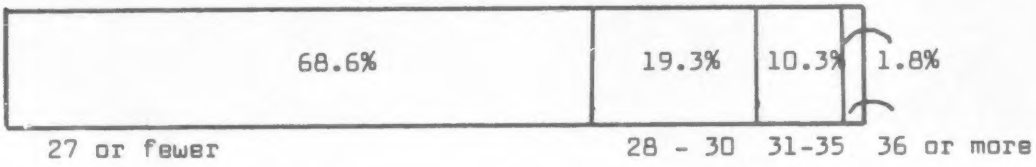


WASHINGTON



WEBSTER

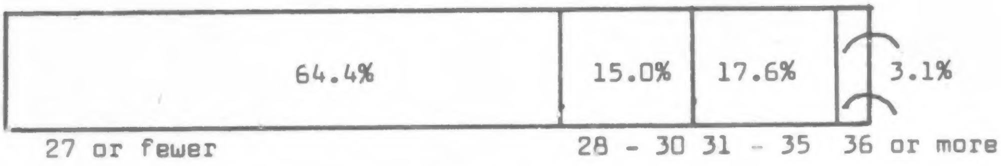


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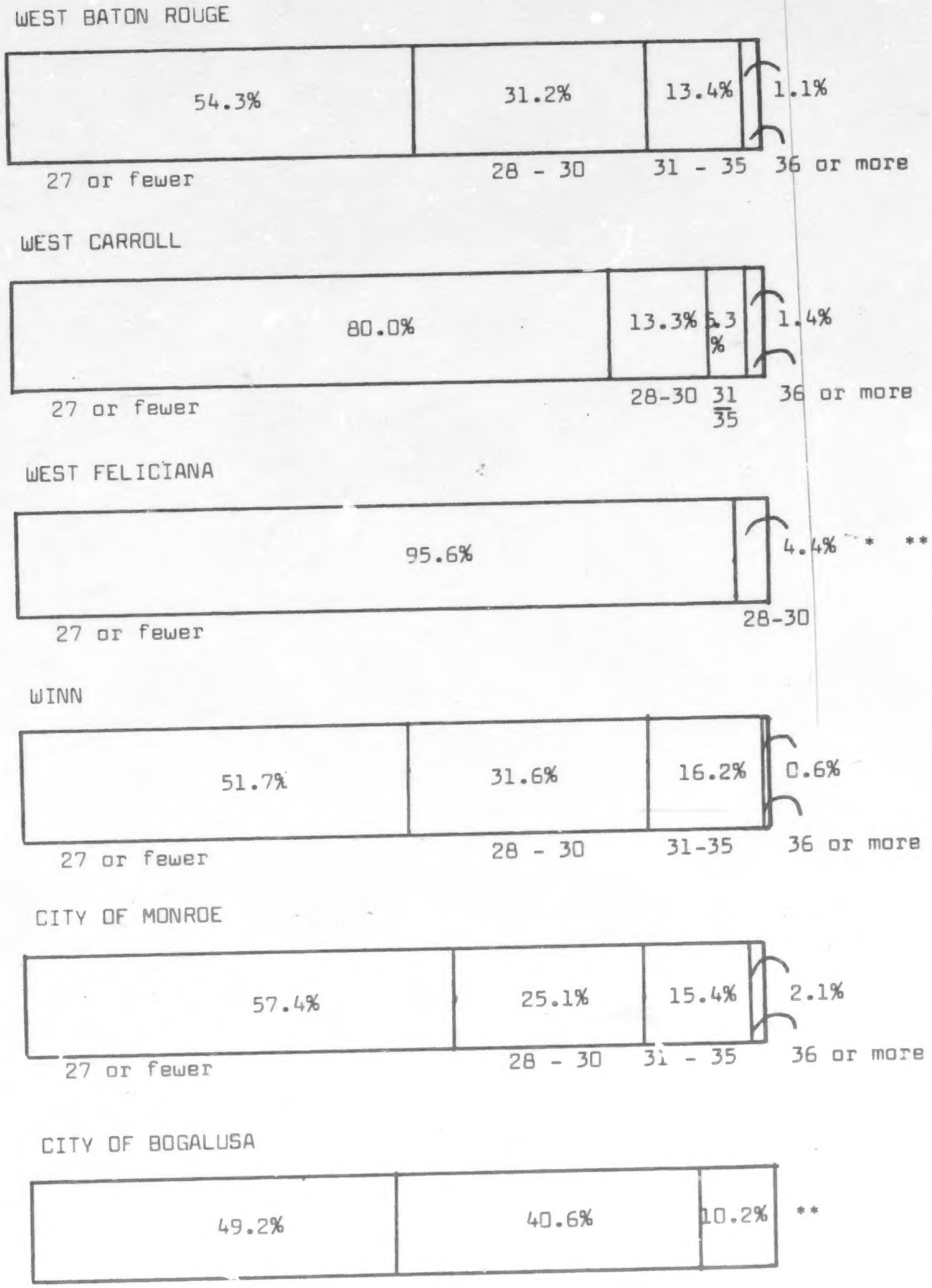
Figure 1. (Continued)

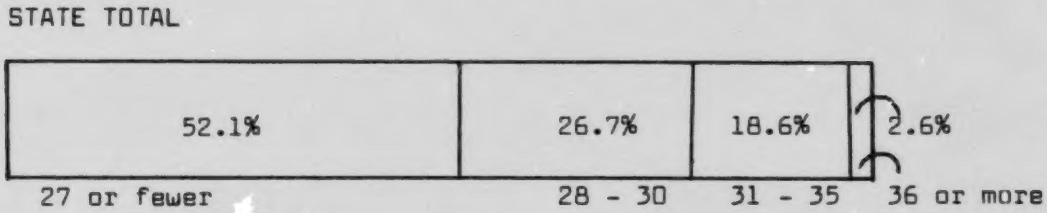


* No classes with 31-35 students

** No classes with 36 or more students

(Continued)

Figure 1. (Continued)

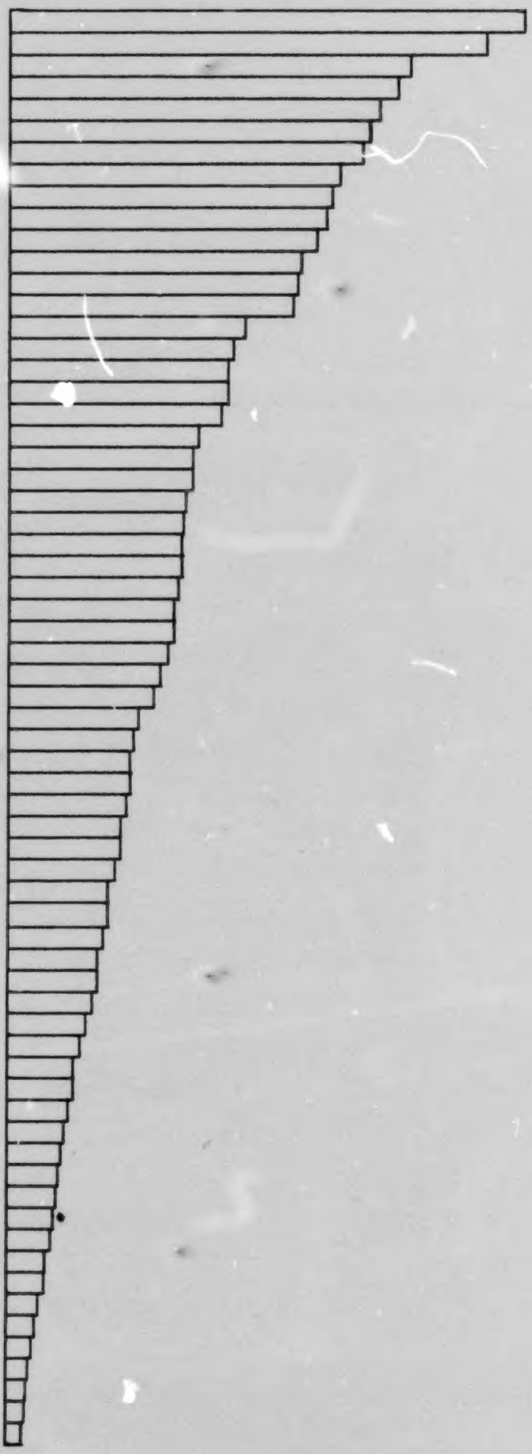


Source: Louisiana State Department of Education's Annual School Report for the School Year 1974-75.

Figure 2.

PERCENT OF CLASSES IN GRADES 1-8 WITH LESS THAN 20 STUDENTS, BY SCHOOL SYSTEM, 1974-75 SCHOOL YEAR

RANK	SCHOOL SYSTEM	PERCENT*
1	Catahoula	39.3
2	Cameron	36.3
3	DeSoto	30.3
4	Claiborne	29.8
5	Red River	28.1
6	Natchitoches	27.6
7	Caldwell	26.7
8	Winn	24.9
9	Union	24.8
10	LaSalle	24.0
11	Sabine	23.8
12	St. John	22.3
13	Bossier	22.0
14	East Carroll	21.3
15	Beauregard	17.8
16	Vermilion	17.0
17	Jackson	16.9
17	Washington	16.9
19	West Carroll	16.4
20	Iberville	14.4
21	Bienville	13.8
21	East Feliciana	13.8
23	Morehouse	13.7
24	Pointe Coupee	13.6
25	Franklin	13.5
25	St. James	13.5
27	Concordia	13.3
28	Allen	12.7
28	Tensas	12.7
30	Lincoln	12.5
31	Webster	11.1
32	Livingston	10.5
33	St. Landry	9.8
34	West Baton Rouge	9.7
35	St. Tammany	9.6
35	West Feliciana	9.6
37	City of Monroe	9.3
38	Avoyelles	8.8
38	Richland	8.8
40	St. Helena	8.5
41	Madison	7.6
41	St. Charles	7.6
43	Ascension	7.2
44	Iberia	7.0
44	Ouachita	7.0
46	Vernon	6.8
47	Calcasieu	5.9
48	Assumption	5.6
49	Acadia	5.5
49	Lafayette	5.5
51	Jefferson Davis	5.2
52	Evangeline	5.0
53	Caddo	4.9
54	Plaquemines	4.5
55	Grant	4.0
56	City of Bogalusa	3.9
57	Tangipahoa	3.5
58	Lafourche	3.4
59	St. Mary	3.0
60	Rapides	2.7
61	East Baton Rouge	2.6
62	Terrebonne	2.4
63	Jefferson	2.0
64	Orleans	1.8
65	St. Bernard	1.7
66	St. Martin	1.3



*State average is 7.5%.

Source: Staff tabulation from the State Department of Education's Annual School Report for the School Year 1974-75.

Overcrowded Classes: Figure 3 ranks school systems according to the percentage of classes with 36 or more students. Vernon has the biggest problem -- 14.4 percent of its classes fall within this range. Bossier and Pointe Coupee follow with 8.4 percent each; Jefferson is next with 7.9 percent and St. Tammany has 6.6 percent of its classes with 36 or more pupils. Eighteen systems have less than 1 percent of their elementary classes with 36 or more students, and seven systems have no such classes. The state average of elementary classes with 36 or more students is 2.6 percent.

Average Class Size: Table 4 shows the average class size for those elementary classes, grades one through eight, tabulated by the staff and discussed above. The average class size varies from 29.9 in Jefferson to 21.5 in Catahoula; the state average is 26.8. There are 16 systems with an average class size larger than 27. Most of these are urban with large numbers of students, thus raising the state average. It should be noted that an average may be a composite of extremes and may not represent the typical situation. The actual classroom situations in which some systems had significant portions of classes that were both unduly small and large were discussed above.

Interstate Comparisons

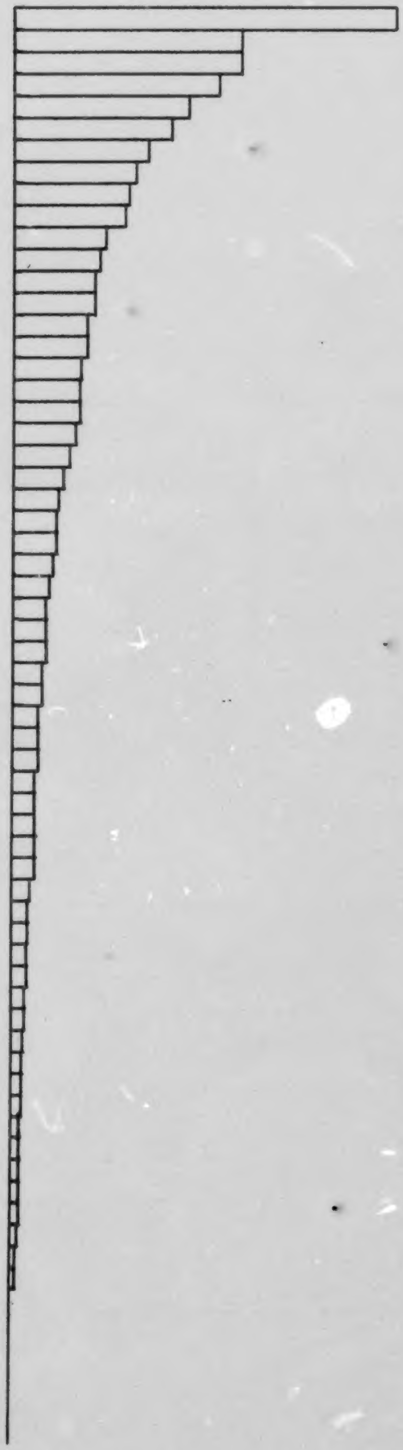
The U.S. Office of Education, in its annual series, Statistics of Public Elementary and Secondary Day Schools, publishes interstate comparisons of pupil-teacher ratios. Data for this series is furnished by research and statistics personnel in each state department of education and is based on a standardized questionnaire. This data does not indicate the size of actual classes, but gives insight as to staffing patterns of teachers among states.

Table 5 shows that the pupil-teacher ratio in Louisiana as well as other states has been declining. Since 1970, however, Louisiana's pupil-teacher ratio has dropped at a greater rate than is true for the nation. There was a significant lowering of Louisiana's ratio in 1972, which continued in 1973. For the first time, Louisiana's ratio was less than that of the United States in 1972 and continued to be below the U.S. in 1973. Louisiana's 1973 ratio, based on data reported to the U.S. Office of Education, was 20.1 pupils per teacher compared to 21.4 for all states. Louisiana's rank among states, from highest to lowest ratio, has ranged from 13th in 1963 to 37th in 1973.

Figure 3.

PERCENT OF CLASSES IN GRADES 1-8 WITH 36 AND MORE STUDENTS, BY SCHOOL SYSTEM, 1974-75 SCHOOL YEAR

RANK	SCHOOL SYSTEM	PERCENT*
1	Vernon	14.4
2	Bossier	8.4
2	Pointe Coupee	8.4
4	Jefferson	7.9
5	St. Tammany	6.6
6	Livingston	5.4
7	Evangeline	4.9
8	St. Landry	4.8
9	DeSoto	4.5
10	Beauregard	4.3
11	Ascension	3.6
12	Allen	3.4
13	Morehouse	3.1
13	Webster	3.1
15	Jackson	2.8
15	Orleans	2.8
17	Sabine	2.7
18	Iberia	2.6
18	St. Mary	2.6
20	Rapides	2.5
21	Caldwell	2.2
22	City of Monroe	2.1
23	Tangipahoe	2.0
24	Tensas	1.8
24	Washington	1.8
26	St. Martin	1.7
27	St. Charles	1.5
28	Lincoln	1.4
28	Ouachita	1.4
28	West Carroll	1.4
31	Franklin	1.3
31	St. Bernard	1.3
33	Bienville	1.2
33	Madison	1.2
33	St. Helena	1.2
36	Assumption	1.1
36	East Baton Rouge	1.1
36	Jefferson Davis	1.1
36	Vermilion	1.1
36	West Baton Rouge	1.1
41	Grant	1.0
42	Caddo	0.9
42	Plaquemines	0.9
44	Acadia	0.7
44	Lafayette	0.7
46	Union	0.6
46	Winn	0.6
48	Calcasieu	0.5
49	Claiborne	0.4
49	Concordia	0.4
49	Natchitoches	0.4
52	Avoyelles	0.3
52	Cameron	0.3
52	East Carroll	0.3
52	Richland	0.3
52	Terrebonne	0.3
57	LaSalle	0.2
58	Iberville	0.1
58	Lafourche	0.1
60	Catahoula	0.0
60	East Feliciana	0.0
60	Red River	0.0
60	St. James	0.0
60	St. John	0.0
60	West Feliciana	0.0
60	City of Bogalusa	0.0



*State average is 2.6%.

Source: Staff tabulation from the State Department of Education's Annual School Report for the School Year 1974-75.

Table 4.

AVERAGE CLASS SIZES OF LOUISIANA ELEMENTARY GRADES (1-8) RANKED ACCORDING TO AVERAGE CLASS SIZE

RANK	SCHOOL SYSTEM	TOTAL NO. OF CLASSES	AVERAGE CLASS SIZE
1	Jefferson	7,901	29.9
2	Vernon	1,188	28.6
3	Orleans	11,954	28.4
4	St. Mary	2,147	27.7
4	Terrebonne	3,004	27.7
6	Evangeline	1,015	27.6
6	Rapides	3,518	27.6
6	St. Bernard	1,382	27.6
9	Assumption	700	27.5
9	Caddo	5,349	27.5
9	Iberia	2,038	27.5
12	Jefferson Davis	894	27.4
13	Grant	501	27.3
13	Lafayette	3,778	27.3
13	St. Martin	1,176	27.3
16	East Baton Rouge	8,004	27.1
17	Acadia	1,629	27.0
17	Livingston	1,564	27.0
19	St. Tammany	2,547	26.9
	STATE AVERAGE	105,756	26.8
20	Tangipahoa	1,962	26.8
21	Ascension	1,368	26.7
21	St. Charles	1,109	26.7
23	City of Bogalusa	648	26.6
23	St. Helena	341	26.6
25	Lafourche	2,489	26.4
25	Richland	705	26.4
25	St. Landry	2,900	26.4
28	Morehouse	1,022	26.3
29	Allen	582	26.2
29	Calcasieu	5,180	26.2
29	City of Monroe	1,221	26.2
29	Ouachita	2,458	26.2
33	Beauregard	861	26.1
33	Lincoln	710	26.1
33	Pointe Coupee	723	26.1
36	Madison	503	26.0
36	Webster	1,157	26.0
38	Plaquemines	803	25.9
38	West Baton Rouge	565	25.9
40	Bienville	508	25.7
41	Bossier	1,871	25.4
41	Franklin	894	25.4
43	East Feliciana	536	25.3
44	Avoyelles	1,260	25.2
45	Jackson	421	25.2
46	Iberville	933	24.8
47	St. James	736	24.5
48	Washington	727	24.4
49	Concordia	729	24.3
49	Winn	538	24.3
51	East Carroll	371	24.2
51	LaSalle	487	24.2
53	West Carroll	489	24.0
54	Tensas	330	23.9
55	Vermilion	1,448	23.8
56	Sabine	598	23.7
57	West Feliciana	250	23.6
58	Union	613	23.1
59	Red River	278	23.0
60	DeSoto	628	22.9
61	Natchitoches	1,242	22.7
62	Cameron	342	22.5
63	Claiborne	493	22.4
64	St. John	833	22.3
65	Caldwell	180	22.2
66	Catahoula	425	21.5

Source: Staff tabulation from Louisiana State Department of Education, Annual School Report for the School Year 1974-75.

Table 5.

TREND IN PUPILS ENROLLED PER TEACHER, PUBLIC ELEMENTARY AND SECONDARY SCHOOLS LOUISIANA AND U.S.

FALL	LOUISIANA RATIO	U. S. RATIO	LOUISIANA RANK(a)
1963	26.8	25.5	13
1964	26.2	25.1	15
1965	25.6	24.6	15
1966	24.9	24.1	16[b]
1967	24.4	23.7	18[b]
1968	23.9	23.1	16[b]
1969	23.7	22.7	13[b]
1970	23.1	22.3	18
1971	22.9	22.3	22
1972	20.2	21.8	36[c]
1973	20.1	21.4	37

a - Ranked from high to low.
b - Tied with another state(s).
c - Two states not reporting.

Source: U. S. Office of Education, National Center for Educational Statistics, Statistics of Public Elementary and Secondary Day Schools, Fall, Annual Series.

Table 6 shows that in the fall of 1973 (latest published data), Louisiana had the lowest pupil-teacher ratio among the 13 southern states; this same ranking was true for the fall of 1972 also.

Comment

There is no consensus as to the ideal pupil-teacher ratio. Some contend that the quality of instruction does not necessarily go up as the ratio goes down; teachers may perform the same with 20 or 40 students, although a smaller class means fewer students to contend with and fewer papers to grade. Others argue that a small class allows a teacher to give students more individual attention and to become more innovative with new techniques and instructional materials; allows students to engage in more creative and thinking processes and get along with each other better; and improves management and discipline in the classroom.

The staff tabulation revealed a surprisingly large number of school systems with a significant portion of small classes with less than 20 students. Overcrowded classes with more than 36 students were not nearly as prevalent as small classes. Since the state pays for a teacher for every 27 students in the elementary grades (or a teacher for every 25 students at the seventh and eight grade level in many instances), the size of classes would seem to result from how a system distributes its teachers and students.

In some instances, small classes may be due to declining enrollments or shifts in population within a city or a school system. Geographical barriers, erratic concentrations of population, lack of classrooms at overcrowded schools so that additional teachers cannot be added, or simply local policy decisions are doubtless some of the major reasons for small and large classes.

Louisiana's tenure law does not include decreases in enrollment as a cause for dismissal of teachers. However, a survey by Dr. Richard A. Musemeche of LSU-Baton Rouge found that of the 41 states with statewide tenure laws, 14 include as a cause for dismissal decreases in enrollment and/or teaching positions. These states are Alabama, Alaska, Colorado, Connecticut, Delaware, Hawaii, Indiana, Maine, Massachusetts, Michigan, Minnesota, Nevada, Virginia and West Virginia. In addition,

Table 6.

PUPILS ENROLLED PER TEACHER, FALL 1973
SOUTHERN STATES

SOUTHERN STATES	PUPILS ENROLLED PER TEACHER		
		RANK[a]	
	RATIO	SOUTH	NATION
Alabama	22.5	8	18
Arkansas	25.0	1	1
Florida	22.8	6	13
Georgia	23.9	3	7
Kentucky	22.6	7	15[b]
Mississippi	22.1	9	20[b]
North Carolina	22.9	5	11[b]
Oklahoma	21.8	10	22[b]
South Carolina	23.3	4	8
Tennessee	24.3	2	4[b]
Texas	21.3	11	26[b]
Virginia	21.0	12	30[b]
LOUISIANA	20.1	13	37
United States	21.4		

a - Ranked from high to low.
b - Tied with another state(s).

Source: U. S. Office of Education, Statistics of Public Elementary and Secondary Day Schools, Fall 1973.

some local systems in Nebraska (which has no statewide tenure law) also include justifiable decreases in the number of teaching positions as a cause for dismissal. W. Frank Masters, negotiator for the NEA, in an article, "Teacher Job Security Under Collective Bargaining Contracts," *Phi Delta Kappan*, March 1975, p. 457 notes:

> Layoff and recall clauses are also becoming more common in public education contracts. Such clauses are designed to establish the circumstances under which layoffs can occur, the right of the organization to bargain for alternatives with school management, the rights of individual teachers to retraining, the order of layoff, and the rights of recall as vacancies occur within the system. *Tenure laws, contrary to popular understanding, afford little, if any, protection against a layoff due to decreases in student enrollment or in revenues available for the operation of the schools*. A well-written layoff clause can afford such protection if subject to grievance arbitration. (Emphasis added.)

If the state lowers its pupil-teacher ratio by one or two students, such reduction in a classroom would seem to make little difference. However, additional teachers could be used to ease the most overcrowded classes. The cost to the state in paying for more teachers would doubtless run into millions of dollars, whereas local systems would have added expense if they had to build more classrooms for placing these teachers.

Enrollments have been declining, particularly at the elementary level, and will continue to do so in the forseeable future because fewer children are being born. On the other hand, there is an over-supply of teachers in most areas. This is an ideal time to lower the state's pupil-teacher ratio -- if there is need.

APPENDIX A

DETAIL ON NUMBER OF STUDENTS IN CLASSES, GRADES 1-8

1974-75 SCHOOL YEAR

STATE AND LOCAL SCHOOL SYSTEMS

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

State Total

No. of Students in Class	No. of Classes
Less than 5	10
5-9	275
10-14	1,905
15-19	5,758
20	2,607
21	3,091
22	3,859
23	4,707
24	6,362
25	7,869
26	8,817
27	9,860
28	10,311
29	9,365
30	8,572
31	6,107
32	4,989
33	3,915
34	2,639
35	2,008
36-40	2,455
41-45	190
46-50	67
Over 50	18

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	55,120	52.1
28-30 Students	28,248	26.7
31-35 Students	19,658	18.6
36 or More Students	2,730	2.6
Total	105,756	100.0%

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

Acadia Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	201
5-9	0	29	173
10-14	8	30	131
15-19	82	31	123
20	39	32	53
21	25	33	39
22	43	34	29
23	25	35	14
24	63	36-40	11
25	150	41-45	0
26	199	46-50	0
27	221	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	855	52.5
28-30 Students	505	31.0
31-35 Students	258	15.8
36 Or More Students	11	0.7
Total	1629	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

Allen Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	33
5-9	11	29	20
10-14	5	30	30
15-19	58	31	46
20	31	32	55
21	35	33	27
22	37	34	25
23	23	35	14
24	32	36-40	20
25	38	41-45	0
26	20	46-50	0
27	22	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	312	53.6
28-30 Students	83	14.3
31-35 Students	167	28.7
36 Or More Students	20	3.4
Total	582	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974- 5.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

Ascension Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	134
5-9	1	29	79
10-14	38	30	101
15-19	59	31	90
20	33	32	76
21	30	33	54
22	34	34	10
23	64	35	22
24	171	36-40	49
25	104	41-45	0
26	104	46-50	0
27	115	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	753	55.0
28-30 Students	314	23.0
31-35 Students	252	18.4
36 Or More Students	49	3.6
Total	1368	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75

NO. OF STUDENTS IN CLASSES,* GRADES 1-8
1974-75 School Year

Assumption Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	71
5-9	2	29	78
10-14	10	30	55
15-19	27	31	36
20	11	32	46
21	15	33	48
22	15	34	37
23	39	35	8
24	27	36-40	8
25	48	41-45	0
26	60	46-50	0
27	59	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	313	44.7
28-30 Students	204	29.1
31-35 Students	175	25.0
36 Or More Students	8	1.1
Total	700	100.0 **

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

**Does not total 100.0% due to rounding.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-7

NO. OF STUDENTS IN CLASSES,* GRADES 1-8
1974-75 School Year

Avoyelles Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	169
5-9	1	29	50
10-14	29	30	79
15-19	81	31	61
20	47	32	36
21	73	33	11
22	70	34	2
23	87	35	2
24	99	36-40	3
25	107	41-45	0
26	127	46-50	0
27	125	Over 50	1

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	846	67.1
28-30 Students	298	23.6
31-35 Students	112	8.9
36 Or More Students	4	0.3
Total	1260	100.0**

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.
**Does not total 100.0% due to rounding.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

Beauregard Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	43
5-9	6	29	77
10-14	36	30	46
15-19	111	31	36
20	6	32	47
21	23	33	56
22	46	34	23
23	51	35	18
24	27	36-40	28
25	63	41-45	1
26	53	46-50	0
27	56	Over 50	8

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	478	55.5
28-30 Students	166	19.3
31-35 Students	180	20.9
36 Or More Students	37	4.3
Total	861	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8
1974-75 School Year

Bienville Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	34
5-9	5	29	46
10-14	28	30	39
15-19	37	31	34
20	12	32	18
21	15	33	5
22	21	34	14
23	15	35	10
24	22	36-40	4
25	47	41-45	2
26	36	46-50	0
27	64	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	302	59.4
28-30 Students	119	23.4
31-35 Students	81	15.9
36 Or More Students	6	1.2
Total	508	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

**Does not total 100.0% due to rounding.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

Bossier Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	1	28	92
5-9	13	29	97
10-14	139	30	87
15-19	259	31	90
20	79	32	75
21	83	33	70
22	78	34	51
23	90	35	30
24	69	36-40	106
25	102	41-45	36
26	107	46-50	11
27	102	Over 50	4

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	1122	60.0
28-30 Students	276	14.8
31-35 Students	316	16.9
36 Or More Students	157	8.4
Total	1871	100.0 **

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

**Does not total 100.0% due to rounding.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-7

NO. OF STUDENTS IN CLASSES,* GRADES 1-8
1974-75 School Year

Caddo Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	603
5-9	11	29	625
10-14	49	30	568
15-19	202	31	391
20	76	32	254
21	78	33	251
22	115	34	141
23	174	35	68
24	257	36-40	49
25	415	41-45	2
26	502	46-50	0
27	518	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	2397	44.8
28-30 Students	1796	33.6
31-35 Students	1105	20.7
36 Or More Students	51	0.9
Total	5349	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

Calcasieu Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	525
5-9	8	29	543
10-14	121	30	381
15-19	176	31	214
20	119	32	212
21	210	33	162
22	300	34	68
23	254	35	52
24	401	36-40	28
25	421	41-45	0
26	561	46-50	0
27	424	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	2995	57.8
28-30 Students	1449	28.0
31-35 Students	708	13.7
36 Or More Students	28	0.5
Total	5180	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75

NO. OF STUDENTS IN CLASSES,* GRADES 1-8
1974-75 School Year

Caldwell Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	8
5-9	7	29	3
10-14	11	30	1
15-19	31	31	2
20	8	32	1
21	14	33	6
22	28	34	1
23	5	35	1
24	11	36-40	4
25	14	41-45	0
26	13	46-50	0
27	11	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	153	85.0
28-30 Students	12	6.7
31-35 Students	11	6.1
36 Or More Students	4	2.2
Total	180	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8
1974-75 School Year

Cameron Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	7
5-9	0	29	17
10-14	12	30	18
15-19	112	31	7
20	36	32	1
21	16	33	25
22	23	34	7
23	12	35	0
24	1	36-40	1
25	22	41-45	0
26	25	46-50	0
27	0	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	259	75.7
28-30 Students	42	12.3
31-35 Students	40	11.7
36 Or More Students	1	0.3
Total	342	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974- 5.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8
1974-75 School Year

Catahoula Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	18
5-9	23	29	29
10-14	79	30	14
15-19	65	31	7
20	6	32	10
21	15	33	9
22	15	34	7
23	3	35	6
24	36	36-40	0
25	20	41-45	0
26	24	46-50	0
27	39	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	325	76.5
28-30 Students	61	14.4
31-35 Students	39	9.2
36 Or More Students	0	0
Total	425	100.0**

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

**Does not total 100.0% due to rounding.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8
1974-75 School Year

Claiborne Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	29
5-9	8	29	50
10-14	66	30	30
15-19	73	31	17
20	24	32	3
21	25	33	0
22	15	34	0
23	26	35	3
24	51	36-40	1
25	25	41-45	1
26	26	46-50	0
27	20	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	359	72.8
28-30 Students	109	22.1
31-35 Students	23	4.7
36 Or More Students	2	0.4
Total	493	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-7.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

Concordia Parish

No. of Students in Class	No. of Classes
Less than 5	0
5-9	8
10-14	39
15-19	50
20	24
21	49
22	36
23	68
24	60
25	44
26	94
27	70
28	61
29	40
30	34
31	28
32	18
33	3
34	0
35	0
36-40	0
41-45	1
46-50	2
Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	542	74.4
28-30 Students	135	18.5
31-35 Students	49	6.7
36 Or More Students	3	0.4
Total	729	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8
1974-75 School Year

DeSoto Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	45
5-9	1	29	40
10-14	47	30	13
15-19	142	31	8
20	26	32	14
21	30	33	8
22	34	34	0
23	64	35	1
24	52	36-40	28
25	42	41-45	0
26	17	46-50	0
27	16	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	471	75.0
28-30 Students	98	15.6
31-35 Students	31	4.9
36 Or More Students	28	4.5
Total	628	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

East Baton Rouge Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	772
5-9	0	29	731
10-14	42	30	685
15-19	167	31	492
20	99	32	333
21	234	33	272
22	326	34	180
23	413	35	94
24	640	36-40	90
25	691	41-45	0
26	832	46-50	0
27	911	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	4355	54.4
28-30 Students	2188	27.3
31-35 Students	1371	17.1
36 Or More Students	90	1.1
Total	8004	100.0**

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

**Does not total 100.0% due to rounding.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

East Carroll Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	27
5-9	4	29	27
10-14	28	30	9
15-19	47	31	18
20	11	32	11
21	16	33	5
22	7	34	15
23	14	35	1
24	36	36-40	1
25	20	41-45	0
26	42	46-50	0
27	32	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	257	69.3
28-30 Students	63	17.0
31-35 Students	50	13.5
36 Or More Students	1	0.3
Total	371	100.0**

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

**Does not total 100.0% due to rounding.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-5.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

East Feliciana Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	22
5-9	0	29	61
10-14	2	30	47
15-19	72	31	21
20	26	32	17
21	41	33	14
22	32	34	20
23	8	35	12
24	72	36-40	0
25	39	41-45	0
26	7	46-50	0
27	23	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	322	60.1
28-30 Students	130	24.2
31-35 Students	84	15.7
36 Or More Students	0	0
Total	536	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

Evangeline Parish

No. of Students in Class	No. of Classes
Less than 5	0
5-9	1
10-14	4
15-19	46
20	11
21	20
22	28
23	39
24	34
25	93
26	87
27	103
28	156
29	146
30	77
31	55
32	24
33	17
34	12
35	12
36-40	25
41-45	25
46-50	0
Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	466	45.9
28-30 Students	379	37.3
31-35 Students	120	11.8
36 Or More Students	50	4.9
Total	1015	100.0**

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

**Does not total 100.0% due to rounding.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-5.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8
1974-75 School Year

Franklin Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	79
5-9	3	29	83
10-14	26	30	47
15-19	92	31	24
20	65	32	56
21	39	33	39
22	25	34	12
23	47	35	9
24	70	36-40	12
25	44	41-45	0
26	47	46-50	0
27	75	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	533	59.6
28-30 Students	209	23.4
31-35 Students	140	15.7
36 Or More Students	12	1.3
Total	894	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

Grant Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	55
5-9	0	29	27
10-14	6	30	33
15-19	14	31	37
20	5	32	45
21	5	33	17
22	0	34	6
23	17	35	0
24	44	36-40	5
25	49	41-45	0
26	63	46-50	0
27	73	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	276	55.1
28-30 Students	115	23.0
31-35 Students	105	21.0
36 Or More Students	5	1.0
Total	501	100.0 **

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.
**Does not total 100.0% due to rounding.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-

NO. OF STUDENTS IN CLASSES,* GRADES 1-8
1974-75 School Year

Iberia Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	159
5-9	3	29	194
10-14	33	30	246
15-19	106	31	143
20	65	32	130
21	50	33	129
22	46	34	58
23	53	35	26
24	76	36-40	48
25	115	41-45	3
26	129	46-50	1
27	225	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	901	44.2
28-30 Students	599	29.4
31-35 Students	486	23.8
36 Or More Students	52	2.6
Total	2038	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8
1974-75 School Year

Iberville Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	59
5-9	0	29	52
10-14	6	30	63
15-19	128	31	66
20	55	32	37
21	33	33	6
22	38	34	3
23	47	35	7
24	106	36-40	1
25	110	41-45	0
26	59	46-50	0
27	57	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	639	68.5
28-30 Students	174	18.6
31-35 Students	119	12.8
36 Or More Students	1	0.1
Total	933	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8
1974-75 School Year

Jackson Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	34
5-9	3	29	32
10-14	10	30	20
15-19	58	31	27
20	15	32	8
21	24	33	3
22	26	34	18
23	30	35	5
24	20	36-40	8
25	22	41-45	3
26	29	46-50	1
27	25	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	262	62.2
28-30 Students	86	20.4
31-35 Students	61	14.5
36 Or More Students	12	2.8
Total	421	100.0 **

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

**Does not total 100.0% due to rounding.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

Jefferson Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	661
5-9	0	29	738
10-14	36	30	821
15-19	118	31	638
20	78	32	509
21	57	33	546
22	150	34	528
23	156	35	591
24	195	36-40	588
25	393	41-45	32
26	404	46-50	7
27	655	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	2242	28.4
28-30 Students	2220	28.1
31-35 Students	2812	35.6
36 Or More Students	627	7.9
Total	7901	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974- 5.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8
1974-75 School Year

Jefferson Davis Parish

No. of Students in Class	No. of Classes
Less than 5	0
5-9	8
10-14	8
15-19	30
20	21
21	22
22	26
23	49
24	60
25	33
26	81
27	64
28	129
29	81
30	48
31	58
32	30
33	62
34	49
35	25
36-40	10
41-45	0
46-50	0
Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	402	45.0
28-30 Students	258	28.9
31-35 Students	224	25.1
36 Or More Students	10	1.1
Total	894	100.0**

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

**Does not total 100.0% due to rounding.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

Lafayette Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	364
5-9	5	29	510
10-14	40	30	356
15-19	161	31	208
20	47	32	262
21	65	33	137
22	71	34	72
23	121	35	36
24	130	36-40	27
25	317	41-45	0
26	406	46-50	0
27	443	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	1806	47.8
28-30 Students	1230	32.6
31-35 Students	715	18.9
36 Or More Students	27	.7
Total	3778	100.0**

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.
**Does not total 100.0% due to rounding.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

Lafourche Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	358
5-9	0	29	189
10-14	15	30	177
15-19	69	31	62
20	26	32	52
21	63	33	29
22	92	34	28
23	136	35	10
24	159	36-40	2
25	276	41-45	0
26	305	46-50	0
27	441	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	1582	63.6
28-30 Students	724	29.1
31-35 Students	181	7.3
36 Or More Students	2	0.1
Total	2489	100.0 **

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

**Does not total 100.0% due to rounding.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

La Salle Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	37
5-9	6	29	39
10-14	23	30	53
15-19	88	31	16
20	11	32	9
21	13	33	9
22	29	34	14
23	17	35	1
24	30	36-40	1
25	31	41-45	0
26	38	46-50	0
27	22	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	308	63.2
28-30 Students	129	26.5
31-35 Students	49	10.1
36 Or More Students	1	0.2
Total	487	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-5.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8
1974-75 School Year

Lincoln Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	79
5-9	1	29	73
10-14	6	30	39
15-19	82	31	24
20	24	32	54
21	14	33	31
22	24	34	3
23	40	35	12
24	48	36-40	10
25	48	41-45	0
26	36	46-50	0
27	62	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	385	54.2
28-30 Students	191	26.9
31-35 Students	124	17.5
36 Or More Students	10	1.4
Total	710	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

Livingston Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	147
5-9	1	29	155
10-14	39	30	108
15-19	124	31	62
20	55	32	69
21	30	33	71
22	36	34	39
23	56	35	38
24	72	36-40	76
25	119	41-45	8
26	122	46-50	0
27	137	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	791	50.6
28-30 Students	410	26.2
31-35 Students	279	17.8
36 Or More Students	84	5.4
Total	1564	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-7.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

Madison Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	45
5-9	0	29	72
10-14	8	30	49
15-19	30	31	29
20	26	32	13
21	38	33	6
22	16	34	6
23	21	35	6
24	21	36-40	0
25	42	41-45	6
26	32	46-50	0
27	37	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	271	53.9
28-30 Students	166	33.0
31-35 Students	60	11.9
36 Or More Students	6	1.2
Total	503	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

Morehouse Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	1	28	46
5-9	10	29	37
10-14	32	30	64
15-19	97	31	76
20	23	32	43
21	45	33	78
22	26	34	47
23	51	35	14
24	56	36-40	32
25	66	41-45	0
26	67	46-50	0
27	111	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	585	57.2
28-30 Students	147	14.4
31-35 Students	258	25.2
36 Or More Students	32	3.1
Total	1022	100.0 **

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

**Does not total 100.0% due to rounding.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-7

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

Natchitoches Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	1	28	91
5-9	19	29	39
10-14	121	30	62
15-19	202	31	22
20	58	32	16
21	32	33	28
22	88	34	29
23	72	35	7
24	77	36-40	5
25	87	41-45	0
26	99	46-50	0
27	87	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	943	75.9
28-30 Students	192	15.5
31-35 Students	102	8.2
36 Or More Students	5	0.4
Total	1242	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8
1974-75 School Year

Orleans Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	1707
5-9	6	29	1450
10-14	31	30	1352
15-19	181	31	881
20	110	32	775
21	145	33	573
22	274	34	286
23	360	35	238
24	476	36-40	319
25	617	41-45	10
26	927	46-50	0
27	1236	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	4363	36.5
28-30 Students	4509	37.7
31-35 Students	2753	23.0
36 Or More Students	329	2.8
Total	11,954	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

Ouachita Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	207
5-9	4	29	105
10-14	27	30	211
15-19	141	31	199
20	90	32	88
21	124	33	82
22	141	34	38
23	162	35	27
24	176	36-40	30
25	193	41-45	4
26	169	46-50	0
27	240	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	1467	59.7
28-30 Students	523	21.3
31-35 Students	434	17.7
36 Or More Students	34	1.4
Total	2458	100.0**

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

**Does not total 100.0% due to rounding.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

Plaquemines Parish

No. of Students in Class	No. of Classes
Less than 5	0
5-9	0
10-14	10
15-19	26
20	17
21	39
22	30
23	80
24	57
25	87
26	99
27	87
28	106
29	74
30	20
31	14
32	10
33	20
34	13
35	7
36-40	7
41-45	0
46-50	0
Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	532	66.2
28-30 Students	200	24.9
31-35 Students	64	8.0
36 Or More Students	7	0.9
Total	803	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

Pointe Coupee Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	76
5-9	0	29	20
10-14	15	30	34
15-19	83	31	19
20	35	32	16
21	33	33	23
22	49	34	12
23	54	35	26
24	50	36-40	49
25	25	41-45	12
26	50	46-50	0
27	42	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	436	60.3
28-30 Students	130	18.0
31-35 Students	96	13.3
36 Or More Students	61	8.4
Total	723	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

Rapides Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	345
5-9	1	29	253
10-14	18	30	282
15-19	77	31	252
20	69	32	207
21	65	33	162
22	167	34	119
23	159	35	79
24	288	36-40	86
25	288	41-45	1
26	281	46-50	0
27	319	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	1732	49.2
28-30 Students	880	25.0
31-35 Students	819	23.3
36 Or More Students	87	2.5
Total	3518	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

Red River Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	8
5-9	1	29	13
10-14	26	30	21
15-19	51	31	0
20	19	32	5
21	10	33	2
22	8	34	5
23	14	35	1
24	21	36-40	0
25	2	41-45	0
26	12	46-50	0
27	59	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	223	80.2
28-30 Students	42	15.1
31-35 Students	13	4.7
36 Or More Students	0	0
Total	278	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8
1974-75 School Year

Richland Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	30
5-9	2	29	69
10-14	16	30	48
15-19	44	31	51
20	22	32	43
21	24	33	18
22	9	34	32
23	25	35	1
24	53	36-40	2
25	72	41-45	0
26	69	46-50	0
27	75	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	411	58.3
28-30 Students	147	20.8
31-35 Students	145	20.6
36 Or More Students	2	0.3
Total	705	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-5.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

Sabine Parish

No. of Students in Class	No. of Classes
Less than 5	0
5-9	3
10-14	49
15-19	90
20	31
21	44
22	42
23	30
24	35
25	32
26	44
27	33
28	29
29	16
30	38
31	10
32	13
33	14
34	15
35	14
36-40	15
41-45	0
46-50	0
Over 50	1

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	433	72.4
28-30 Students	83	13.9
31-35 Students	66	11.0
36 Or More Students	16	2.7
Total	598	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8
1974-75 School Year

St. Bernard Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	80
5-9	0	29	116
10-14	2	30	168
15-19	22	31	116
20	9	32	71
21	9	33	41
22	33	34	28
23	58	35	36
24	151	36-40	17
25	232	41-45	1
26	115	46-50	0
27	77	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	708	51.2
28-30 Students	364	26.3
31-35 Students	292	21.1
36 Or More Students	18	1.3
Total	1382	100.0**

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

**Does not total 100.0% due to rounding.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-7 .

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

St. Charles Parish

No. of Students in Class	No. of Classes
Less than 5	0
5-9	0
10-14	12
15-19	72
20	17
21	29
22	57
23	45
24	68
25	118
26	76
27	94
28	104
29	113
30	116
31	32
32	63
33	30
34	28
35	18
36-40	15
41-45	2
46-50	0
Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	588	53.0
28-30 Students	333	30.0
31-35 Students	171	15.4
36 Or More Students	17	1.5
Total	1109	100.0**

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

**Does not total 100.0% due to rounding.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

St. Helena Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	36
5-9	0	29	35
10-14	9	30	51
15-19	20	31	30
20	13	32	18
21	31	33	5
22	14	34	7
23	7	35	4
24	16	36-40	4
25	6	41-45	0
26	7	46-50	0
27	28	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	151	44.3
28-30 Students	122	35.8
31-35 Students	64	18.8
36 Or More Students	4	1.2
Total	341	100.0**

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.
**Does not total 100.0% due to rounding.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-5.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8
1974-75 School Year

St. James Parish

No. of Students in Class	No. of Classes
Less than 5	0
5-9	8
10-14	18
15-19	73
20	38
21	54
22	57
23	42
24	50
25	40
26	57
27	59
28	87
29	43
30	29
31	35
32	25
33	15
34	6
35	0
36-40	0
41-45	0
46-50	0
Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	496	67.4
28-30 Students	159	21.6
31-35 Students	81	11.0
36 Or More Students	0	0
Total	736	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

St. John the Baptist Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	33
5-9	12	29	64
10-14	55	30	10
15-19	119	31	11
20	43	32	4
21	97	33	3
22	72	34	4
23	99	35	0
24	73	36-40	0
25	56	41-45	0
26	23	46-50	0
27	55	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	704	84.5
28-30 Students	107	12.8
31-35 Students	22	2.6
36 Or More Students	0	0
Total	833	100.0**

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

**Does not total 100.0% due to rounding.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974- 5.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

St. Landry Parish

No. of Students in Class	No. of Classes
Less than 5	0
5-9	2
10-14	40
15-19	242
20	146
21	96
22	122
23	190
24	159
25	238
26	208
27	237
28	164
29	241
30	165
31	133
32	184
33	58
34	77
35	59
36-40	125
41-45	14
46-50	0
Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	1680	57.9
28-30 Students	570	19.7
31-35 Students	511	17.6
36 Or More Students	139	4.8
Total	2900	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

St. Martin Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	156
5-9	0	29	124
10-14	2	30	79
15-19	13	31	114
20	18	32	26
21	11	33	17
22	34	34	7
23	40	35	8
24	90	36-40	20
25	110	41-45	0
26	148	46-50	0
27	159	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	625	53.2
28-30 Students	359	30.5
31-35 Students	172	14.6
36 Or More Students	20	1.7
Total	1176	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-5.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

St. Mary Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	277
5-9	1	29	193
10-14	3	30	126
15-19	60	31	184
20	46	32	136
21	69	33	49
22	30	34	76
23	67	35	37
24	105	36-40	57
25	222	41-45	0
26	212	46-50	0
27	197	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	1012	47.1
28-30 Students	596	27.8
31-35 Students	482	22.4
36 Or More Students	57	2.6
Total	2147	100.0**

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*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

**Does not total 100.0% due to rounding.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

St. Tammany Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	4	28	174
5-9	10	29	138
10-14	65	30	186
15-19	166	31	116
20	64	32	118
21	81	33	117
22	78	34	55
23	146	35	61
24	181	36-40	125
25	234	41-45	6
26	201	46-50	36
27	185	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	1415	55.6
28-30 Students	498	19.6
31-35 Students	467	18.3
36 Or More Students	167	6.6
Total	2547	100.0 **

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.
**Does not total 100.0% due to rounding.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974- 5.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8
1974-75 School Year

Tangipahoa Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	230
5-9	2	29	139
10-14	10	30	145
15-19	57	31	118
20	41	32	54
21	57	33	65
22	76	34	12
23	103	35	13
24	133	36-40	40
25	145	41-45	0
26	196	46-50	0
27	326	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	1146	58.4
28-30 Students	514	26.2
31-35 Students	262	13.4
36 Or More Students	40	2.0
Total	1962	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

Tensas Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	22
5-9	0	29	4
10-14	15	30	5
15-19	27	31	1
20	12	32	0
21	11	33	2
22	26	34	0
23	41	35	3
24	30	36-40	4
25	62	41-45	2
26	43	46-50	0
27	20	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	287	87.0
28-30 Students	31	9.4
31-35 Students	6	1.8
36 Or More Students	6	1.8
Total	330	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-7[illegible].

NO. OF STUDENTS IN CLASSES,* GRADES 1-8
1974-75 School Year

Terrebonne Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	389
5-9	0	29	335
10-14	2	30	258
15-19	71	31	232
20	55	32	199
21	69	33	125
22	51	34	90
23	87	35	37
24	172	36-40	8
25	230	41-45	0
26	314	46-50	0
27	280	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	1331	44.3
28-30 Students	982	32.7
31-35 Students	683	22.7
36 Or More Students	8	0.3
Total	3004	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

Union Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	1	28	42
5-9	0	29	17
10-14	41	30	8
15-19	110	31	15
20	41	32	11
21	18	33	3
22	21	34	3
23	20	35	1
24	78	36-40	4
25	50	41-45	0
26	63	46-50	0
27	66	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	509	83.0
28-30 Students	67	10.9
31-35 Students	33	5.4
36 Or More Students	4	0.6
Total	613	100.0**

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

**Does not total 100.0% due to rounding.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-7

NO. OF STUDENTS IN CLASSES,* GRADES 1-8
1974-75 School Year

Vermilion Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	132
5-9	6	29	77
10-14	57	30	68
15-19	183	31	43
20	88	32	6
21	101	33	22
22	100	34	7
23	96	35	11
24	159	36-40	15
25	112	41-45	0
26	99	46-50	1
27	65	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	1066	73.6
28-30 Students	277	19.1
31-35 Students	89	6.2
36 Or More Students	16	1.1
Total	1448	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

Vernon Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	43
5-9	6	29	50
10-14	13	30	81
15-19	62	31	45
20	51	32	84
21	62	33	43
22	55	34	64
23	40	35	89
24	43	36-40	160
25	51	41-45	5
26	93	46-50	6
27	42	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	518	43.6
28-30 Students	174	14.6
31-35 Students	325	27.4
36 Or More Students	171	14.4
Total	1188	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-7

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

Washington Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	30
5-9	9	29	48
10-14	40	30	62
15-19	74	31	12
20	37	32	35
21	35	33	15
22	53	34	6
23	74	35	7
24	40	36-40	8
25	44	41-45	5
26	35	46-50	0
27	58	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	499	68.6
28-30 Students	140	19.3
31-35 Students	75	10.3
36 Or More Students	13	1.8
Total	727	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

Webster Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	80
5-9	3	29	41
10-14	15	30	52
15-19	110	31	59
20	48	32	42
21	43	33	49
22	59	34	30
23	43	35	23
24	99	36-40	25
25	115	41-45	5
26	111	46-50	2
27	99	Over 50	4

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	745	64.4
28-30 Students	173	15.0
31-35 Students	203	17.6
36 Or More Students	36	3.1
Total	1157	100.0**

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

**Does not total 100.0% due to rounding.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-5.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

West Baton Rouge Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	49
5-9	0	29	62
10-14	15	30	65
15-19	40	31	25
20	18	32	14
21	38	33	19
22	31	34	6
23	33	35	12
24	32	36-40	6
25	46	41-45	0
26	25	46-50	0
27	29	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	307	54.3
28-30 Students	176	31.2
31-35 Students	76	13.4
36 Or More Students	6	1.1
Total	565	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

West Carroll Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	30
5-9	1	29	16
10-14	20	30	19
15-19	59	31	6
20	28	32	12
21	33	33	1
22	32	34	0
23	12	35	7
24	51	36-40	7
25	31	41-45	0
26	104	46-50	0
27	20	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	391	80.0
28-30 Students	65	13.3
31-35 Students	26	5.3
36 Or More Students	7	1.4
Total	489	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-7.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8
1974-75 School Year

West Feliciana Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	8
5-9	0	29	3
10-14	1	30	0
15-19	23	31	0
20	10	32	0
21	6	33	0
22	39	34	0
23	31	35	0
24	19	36-40	0
25	45	41-45	0
26	43	46-50	0
27	22	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	239	95.6
28-30 Students	11	4.4
31-35 Students	0	0
36 Or More Students	0	0
Total	250	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

Winn Parish

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	1	28	82
5-9	19	29	62
10-14	39	30	26
15-19	75	31	35
20	31	32	31
21	6	33	14
22	17	34	1
23	25	35	6
24	7	36-40	0
25	15	41-45	3
26	11	46-50	0
27	32	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	278	51.7
28-30 Students	170	31.6
31-35 Students	87	16.2
36 Or More Students	3	0.6
Total	538	100.0**

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

**Does not total 100.0% due to rounding.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-7

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

City of Monroe

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	0	28	73
5-9	4	29	121
10-14	34	30	112
15-19	76	31	18
20	58	32	46
21	52	33	46
22	48	34	56
23	91	35	22
24	64	36-40	26
25	59	41-45	0
26	97	46-50	0
27	118	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	701	57.4
28-30 Students	306	25.1
31-35 Students	188	15.4
36 Or More Students	26	2.1
Total	1221	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-75.

NO. OF STUDENTS IN CLASSES,* GRADES 1-8

1974-75 School Year

City of Bogalusa

No. of Students in Class	No. of Classes	No. of Students in Class	No. of Classes
Less than 5	1	28	89
5-9	6	29	70
10-14	3	30	104
15-19	15	31	33
20	4	32	16
21	22	33	9
22	38	34	2
23	46	35	6
24	61	36-40	0
25	35	41-45	0
26	32	46-50	0
27	56	Over 50	0

Summary:

Size of Class	No. of Classes	% of Total
27 or Less Students	319	49.2
28-30 Students	263	40.6
31-35 Students	66	10.2
36 Or More Students	0	0
Total	648	100.0

*Excludes certain classes which would have unusually large or small number of students. See text for types of classes excluded.

Source: Louisiana State Department of Education, Annual School Report, School Year 1974-

CHAPTER XI

STAFF CONCLUSIONS AND RECOMMENDATIONS ON TEACHER SALARIES AND CERTIFICATION

(Note: See Chapter XII for recommendations approved by the Governor's Education Study Committee.)

A salary schedule is a means for implementing policy and achieving goals. If one wishes to employ and retain individuals with certain characteristics, such as long years of experience, high levels of academic achievement, and/or certain types of traits or skills, then the salary schedule can emphasize such factors. A salary schedule should also be attractive enough at the entry level to encourage top students to choose that particular field for a career. If professional growth on the job is desired, then a salary schedule can encourage employees to participate in inservice improvement programs, research, and/or advanced study through monetary rewards.

Louisiana's state minimum salary schedule for teachers is based on two components — experience and educational attainment. It is not a "single schedule" but several, depending upon degrees attained by a teacher. Experience and training are traditional components for building salary schedules, particularly for teachers. Although Louisiana has always based its state salary structure on these two factors, it has not followed a consistent policy as to how important each is. The state salary schedule for teachers that exists today is a composite of a variety of approaches in the past; some salary increases favored the more experienced teacher with graduate degrees, some treated all teachers alike, and the most recent raise favors teachers with the least experience and educational attainment.

Even though most teacher salary schedules are structured to pay more for experience and degrees, some recent research results indicate that these two factors may have been overvalued. A 1969 study by Flanders and a 1971 study by Smith reported that teachers with one to three years of teaching experience made significant gains in solving problem tasks connected with teaching reading and arithmetic; after three years, progress leveled off. There seemed to be a decline in skill for those teachers with 15 to 20 years of experience. The 1971 study by Smith reported the effect of degree attained was not as important as the recency of involvement in educational training. A 1974 study by Jenkins reported that teachers themselves considered teaching experience of least importance in evaluating teacher effectiveness.

A 1975 report by the Federal Reserve Bank of Philadelphia, Which School Resources Help Learning? Efficiency and Equity in Philadelphia Public Schools, examines whether experience and degrees have different impacts on different kinds of students. The report first noted: "Many studies have found that, although teacher experience is not a very important factor, it is helpful in the more than three and less than seven-to-ten years experience span." The Philadelphia report examined the impact of teacher experience on students with different abilities and at different levels, and found different results. At the elementary level, high achievers did best with more experienced teachers, while low achievers did best with new and relatively inexperienced teachers. At the junior high level, English teachers with long years of experience helped all students, but this was not true of mathematics teachers. The report also concluded: "Whether teachers have more or less education beyond the B.A. or fare better or worse on the National Teacher Examination (Common) does not seem to make them more effective educators. Neither of these factors appears to result in increased productivity." The study noted that more important than the number of degrees was where teachers went to college. Teachers from colleges with higher ratings were more effective teachers. (This might be due to the fact that better students tend to go to better colleges, which in turn graduate only the better students.)

These findings raise the question of whether some factor in addition to experience and educational attainment should be infused into teachers' salary schedules -- perhaps one which rewards effectiveness or continuing professional growth involving pursuits other than college credits.

Level of Teachers' Salaries

The recent surveys commissioned by the Governor's Education Study Committee revealed that teacher pay is in the forefront of concern to teachers; principals ranked higher teacher pay as their second priority, following only concern over student discipline. The public, on the other hand, had less concern over higher teacher pay, ranking this 19th among its list of priority of needs for public education. Hence, there is considerable divergence of opinion between the public and educators regarding teacher pay. However, half of the public did feel teachers were not paid enough but over half also felt merit should be a factor in increased teacher pay.

The committee staff has attempted to assess the need for increased teacher pay through a variety of means.

Comparisons With Other Professions

Comparisons of teachers' salaries with other professions requiring a bachelor's degree or the equivalent and which do not involve managerial or supervisory responsibilities indicate that, on an annual basis, teachers' salaries are usually low. When viewed on a monthly basis, however (nine months work by teachers and 12 months by other professions), teachers' salaries compare more favorably, particularly with professions not involving the scientific and technical fields. There are a number of difficulties involved in comparing salaries of teachers with other professions because of many differences relating to the nature and responsibilities of the job, method of determining salaries and increases, and promotion or dismissal policies.

Teachers' Salaries in Louisiana Compared With Other States

Another means of assessing the adequacy of teacher pay in Louisiana is to compare teacher salaries with those of other states. This is not void of difficulties, either. One factor to be considered in interstate comparisons relates to differences in cost-of-living. Data of the U. S. Bureau of Labor Statistics (Autumn 1973) show Baton Rouge (the only Louisiana city cited) budget levels to be 90 percent of family budget levels for the country as a whole. Hence a teacher receiving $9,000 a year in Baton Rouge would have the equivalent of a $10,000 income in most U. S. cities. Cost of living differences vary according to particular cities: a $9,000 income would be equivalent to an $11,800 salary in Boston; $11,400 in New York City; $10,500 in Chicago; $9,300 in Atlanta; $9,600 in Durham, N.C., and $8,700 in Austin, Texas. The NEA in its interstate comparisons of teachers' salaries points out that salaries in Alaska should be reduced 30 percent and Hawaii, 19 percent to make purchasing power comparable to other areas of the United States.

Another factor to be considered in interstate comparisons of teacher salaries relates to the number of days or months worked during a year for which compensation is paid. Some states and local systems pay all their teachers for a longer period than the nine months or 180 days paid most teachers in Louisiana, and hence their annual average teachers' salaries should be higher than Louisiana since teachers work a longer period.

Despite the above qualifications, teacher pay in Louisiana today ranks almost at the same low level compared to other states that it ranked in 1969-70 prior to a major increase of $1,200 granted all teachers.

Average teachers' salaries in Louisiana rank low not only among all states but even among the neighboring southern states. Estimates for the current 1974-75 year show salaries paid teachers in Louisiana rank 38th among the 50 states and 7th among the 13 southern states. Louisiana's standing has been dropping in recent years, indicating other states are making a greater effort. Average teacher salaries in Louisiana ranked about midpoint (27th) among the 50 states in 1967-68 and 1971-72. Among the southern states, only Florida paid its teachers more than Louisiana in 1966-67 and 1967-68. Comparisons of Louisiana teachers' salaries as a percentage of the average salary for the nation and the south also show that Louisiana pay is relatively low.

Unless salaries are increased, Louisiana will continue to fall behind most other states in teacher pay.

Recommendations

The committee staff reached the following conclusions and recommendations:

State Minimum Salary Schedule

Louisiana does not follow the practice prevalent among most states in establishing and financing salaries of teachers. In most states, salaries are negotiated at the local level between school officials and representatives of teacher associations. The state provides financial aid to school districts through more flexible and general means than a stipulated salary schedule--a general aid or equalization formula, a set amount per teacher, or an average for teachers of different degree leve

Louisiana is one of only 11 states that have a state minimum teacher salary schedule in use which represents "realistic" minimum salaries. Most of these 11 states are in the South where financing of education and other governmental services tends to be centralized at the state level.

A state minimum salary schedule does insure that teachers throughout the state will be compensated at some acceptable minimal standard, regardless of the ability or desire of local systems. Moreover, Louisiana's state schedule, although adopted late as compared with other states, is too entrenched to consider that this concept be abandoned at the present time. Some other states did take such action, however. Still other states gradually abandoned their statewide schedules by allowing the to become obsolete as local school districts took over added financing of teacher pay.

The staff recommends that Louisiana continue to finance a large portion of teachers' salaries through a realistic state minimum salary schedule.

Local Supplements

All but seven of Louisiana's 66 school systems supplement salaries of teachers. The seven systems that do not supplement salaries employ a small number of teachers. The most common practice in supplementing salaries is to grant all teachers the same dollar amount, regardless of experience or degrees. In most systems, the size of the local supplement depends upon the yield of a local sales tax -- not economic conditions of the locality or the teacher. The amount of the local supplement is usually unknown at the beginning of the year, payments are sometimes made sporadically and any surplus of the sales tax may be divided up at the end of the year. Such methods do not follow acceptable means of scheduling salaries, and make it extremely difficult to determine at any given time what teachers are being paid.

Local systems should be encouraged to estimate and budget revenues available for teachers' salaries, and make such payments according to a rational salary schedule.

It seems apparent that the state will be hard-pressed in future years to take on added financial burdens because it depends so heavily on mineral resources to finance governmental services. Oil and gas are depletable resources; production has been declining rapidly and will continue to do so. Louisiana's most likely source of additional funds to finance public education is the property tax which is primarily a local rather than a state tax. Act 28 of the 1975 Ex. Sess. increased the millage local school boards may levy for operation from 19 to 25 mills, with all but 5 mills subject to voter approval. The legislature may authorize still further ad valorem tax millage expansion.

If teachers are to receive substantial salary increases in the future, consideration should be given to a state-local shared responsibility for financing such increases. For example, the state could guarantee that it would finance 90 percent of a state minimum salary schedule and local systems would finance the remaining 10 percent. Local systems that wished to pay above state scale could continue to do so. (The staff calculated that the state now pays 81.3 percent of the money provided for teachers' salaries, with local and federal funds providing the balance. When federal funds used to pay salaries of fulltime teachers are deducted, the staff estimates the state pays 84.1 percent of total funds for teachers' salaries and local systems pay 15.9 percent.)

Payment for Experience

Under present law and practice, the state pays for added years of experience, but local systems have the responsibility for defining what constitutes experience. State law requires that local systems give credit for experience to teachers transferring from one system to another within the state, and for persons teaching in the Armed Forces Institute. However, it is left up to local systems to decide if they will give credit for out-of-state experience or for teaching at a college or university, whether located in Louisiana or not. An attorney general's opinion of January 24, 1975 states that local systems do not have authority to grant credit for teaching experience at parochial schools.

The staff recommends that there be a uniform, statewide policy enacted regarding credit given for teaching experience. Credit for teaching out-of-state could be granted on a reciprocal basis. Credit for teaching at private and parochial schools could be granted, provided the teacher was certified and the school met state and regional standards. Some feel that teaching at an institution of higher education is not comparable to teaching at the elementary or secondary level, and hence the state should determine if it is wise to grant credit for such experience.

Number of Increments

Louisiana's state salary schedule provides increments up to 10 years for teachers with a bachelor's degree; 11 years for those with a master's; and 12 years for those with hours or degrees beyond a master's. These are generally in line with practices among other states. Moreover, it is doubtful that experience beyond a certain point contributes to more effective teaching. The staff recommends that the present number of increments not be changed in the state schedule applicable for all teachers. However, if the state decides to convert to a different kind of state salary schedule based on recertification and different levels of certificates (discussed below), then the present number of increments might warrant change under that new type of schedule.

The state does not pay for longevity beyond the scheduled maximum years and should not initiate this practice. Only a few local systems provide longevity payments and they are so modest that most might as well be eliminated.

Nondegree Teachers

Oklahoma is the only state that does not pay nondegree teachers under its state schedule. Louisiana stopped paying nondegree teachers with less than two years of college when it adopted its 1964 state schedule, but continues to pay nondegree teachers with two or three years of college. Two years of college is defined as 60 semester hours, and three years as 90 hours. However, these hours need not be in any particular subjects and conceivably could all be at the freshman level. If the state continues to include nondegree teachers in its schedule, it should stipulate that the hours be in a structured program relating to the teaching job, and that no more than 30 hours may be at the freshman level. The staff recommends that salaries of nondegree teachers paid by the state not be increased above the current level if such teachers continue to be included in the state schedule.

Since there is an ample supply of teachers with degrees, the state should consider eliminating nondegree teachers from the state schedule. Contrary to popular belief, all nondegree teachers are not older teachers who are at the top of the scale and will soon retire. Of the 246 nondegree teachers for which the state paid salaries in 1974-75, 74 had experience of less than ten years. (Ten years is the maximum allowed by the state for nondegree teachers.) However, there are more than 246 nondegree teachers in the state. In 1973-74, there were 748 nondegree teachers; the state paid salaries of 367 of these. In a sense, the state encourages employment of nondegree teachers. If a system hires more teachers than the state allots, the local system must pay the entire salary of the "overstaffed" teachers. The practice of the state is to ask local systems to pay salaries of the lowest paid teacher, usually the nondegree teacher, and the state picks up the cost for higher salaried teachers within the number allotted.

A special law allows nondegree teachers with a lifetime certificate and 15 years of experience to be paid the same as teachers with a bachelor's degree, provided the teacher takes six hours of college credit each year the higher salary is paid. Lifetime certificates have not been issued to nondegree teachers since July 1, 1947; there are only 25 such teachers today. These teachers should be allowed to remain under the state schedule until they retire.

A State Board of Education resolution (June 26, 1970) allows nondegree teachers in trade and industrial education to substitute work experience for college credit and be paid at the bachelor's degree rate. This policy should be continued but should be enacted into law. There are 124 such teachers today.

Master's Plus 30 Teachers

Louisiana has only one category in which it pays for hours earned beyond a degree--the master's plus 30, although some states have a number of categories in their salary schedule with hours beyond a degree. Louisiana should not follow the practice of these states; in fact, it needs to have more stringent requirements for the master's plus 30 category. The only requirement at present is that the 30 hours be at the graduate level, but they need not be earned in a planned program nor relate to the teaching job. For example, an elementary teacher could be compensated for hours earned in secondary or adult education, or in administration. A French teacher could acquire credit for hours earned in entirely different subject fields.

The staff recommends that the state stipulate that in the future, the 30 graduate hours beyond a master's degree must be in a planned program related to professional responsibilities. The State Board of Elementary and Secondary Education should formulate state guidelines for approving a 30-hour program, subject to recommendations of a committee composed of representatives of the teachers and institutions of higher education. The state guidelines should be flexible enough to permit input from local systems so that localities can be assured that needs of their teachers will be met.

Other Graduate Degrees

It is common practice for states to pay higher salaries for graduate degrees, particularly for a master's degree. However, these degrees may not be related to classroom teaching responsibilities. For example, a classroom teacher is compensated for a graduate degree in administration, even though the teacher is not an administrator and may never be one. A teacher may earn a graduate degree in one discipline and teach another field. Since graduate courses frequently overlap and teachers may be assigned subjects contrary to their wishes, it may be difficult to require that graduate degrees be related to the teaching job before extra compensation is paid. The staff recommends this as an area for additional study.

The staff also recommends additional study concerning the extent to which the acquisition of the specialist and doctorate degrees--both highly specialized--should be the basis for extra compensation in classroom teaching at the elementary and secondary level. Such degrees may be of more value where there is differentiated staffing, i.e., certain teachers are given responsibilities beyond those normally assigned the classroom teacher.

Special Education Teachers

State law requires that special education teachers receive ten percent more than the state salary schedule provides for regular teachers. The state has not financed the extra ten percent cost for special education teachers; responsibility has been shifted to the local systems in line with opinions of the attorney general. In practice, most local systems pay all teachers ten percent or more above the state schedule. This has been interpreted to meet legal requirements for paying special education teachers ten percent above state scale, so that in practice most special education teachers are paid the same as all teachers.

The staff recommends that a determination be made as to whether special education teachers are deserving of more pay than regular teachers. If it is determined that they do not deserve extra pay, then the present law, which is meaningless in most systems, should be repealed. If extra pay to special education teachers is deemed warranted, then the state should either fund the cost, or amend present law to require that local systems pay special education teachers more than they pay regular teachers.

Merit Pay and Teacher Effectiveness

The surveys of the Governor's Education Study Committee found: (Vol. 1, p. 5)

> Survey evidence reflected support for the idea of merit pay for teachers by a small margin among the public (52% to 40%). In expected contrast, both teachers and administrators opposed by wide margins this idea of granting pay raises on the basis of the rated quality of each teacher's work.

The staff survey of the literature in professional education journals found that past and present experiences with merit pay plans have resulted in few successful and continuing programs. No state now has a statewide merit pay plan, and none exist in a local system in Louisiana although there are merit plans in other states at the local level.

Staff conclusions and recommendations on merit pay are found in Chapter VI dealing with that subject. Briefly, the staff recommends that the state not mandate a statewide merit pay plan at this time, but the state could provide funds for a pilot project in a local system. Emphasis should be on developing criteria by which teacher effectiveness can be fairly and accurately measured. Further, the state should encourage local systems to institute merit pay plans.

Accountability Systems

Accountability seeks to pinpoint responsibilities of the education system to those within the system as well as to public officials and the public. The concept of "accountability" is widespread in business and industry; persons assigned responsibilities are held accountable for performing them.

In the surveys of the Governor's Education Study Committee, the majority of the public as well as teachers and administrators felt that credit for successful students and blame for unsuccessful students is a shared responsibility among students, parents and teachers.

A number of states have mandated statewide accountability programs. The staff concludes that there are many desirable features in the state pilot project and the accountability system in operation in St. Bernard. The staff recommends the continuation and expansion of these projects, with the goal being the development of models in other local systems. The staff concurs with the State Superintendent's Shared Accountability Consortium that there be no statewide mandated accountability system at the present time.

Alternatives for Increasing Teacher Pay

There are several ways that compensation of teachers might be increased. The staff did not select a particular approach, but recommends that the following alternatives be considered:

1. Increase the state minimum salary schedule for all except nondegree teachers. The staff recommends that the state schedule be converted into an index so that policies regarding how much weight should be given for experience and educational attainment would be delineated. Any future changes in the state schedule would require only that the salary for the beginning bachelor's degree teacher be changed, and increases for other categories would follow the index.

2. Extend the number of days for which teachers are paid beyond the present 180. The additional days could be before or after the school year and/or during the school year. The state could mandate that all teachers work the additional days, or preferably permit them to do so on an optional basis. The additional days would be for such purposes as preparation and personal development. There would have to be state guidelines to identify acceptable teacher activities; local systems would have to formulate specific programs to meet local needs.

3. Formulate personal development programs, and provide points to be earned in completing such programs. Teachers would contract to enter such programs and upon completion would receive additional compensation.

4. Encourage local systems through flexibility in the state fund distribution program to institute different types of staffing by professionals and nonprofessionals. Teachers of outstanding ability would be chosen to assume responsibilities beyond those of the regular classroom teacher, and would receive additional pay for such duties.

5. Institute a system for renewing teacher certification. There would be various types of certificates, with requirements differing according to various levels of achievement and personal development. Teachers with higher certificates would receive more pay.

Alternates 1 and 5 both provide for an indexed salary schedule, but alternate 1 would be based essentially on the present practice whereas alternate 5 is a new approach based on renewal of certificates. If alternate 5 is considered the better approach, then it might replace consideration of alternate 1. Since alternate 5 is also based on a program of personal development of teachers through the certification process, it would replace consideration of alternate 3. Alternate 2, which would pay teachers for additional days spent in preparation and personal development and alternate 4, which would encourage local systems to adopt differentiated staffing patterns, could be instituted under the present system or under a system for renewing certificates.

1. An Index Schedule

An index schedule reflects policies regarding percentage salary increments for years of service and educational attainment. The establishment of such policy is judgmental. Varying approaches to weighing experience and education are possible.

The index schedule model prepared by the staff is presented as an example. It provides experience increments of 4 percent per year at all levels. Eight percent increments are given upon attainment of a higher degree, with an exception at the doctorate level only: the doctorate increment is 2% over Specialist in Education. Both of these degrees are terminal; the larger increment for the doctorate reflects the more stringent requirements for its attainment.

While the model equalizes experience and educational level increments, maximum salaries provided by the model are close to those of the present schedule as indexed by the staff. The staff model index is shown in Table 1.

Starting Salaries: In an indexed salary schedule, all salaries are determined as ratios to the beginning salary. For this reason, careful selection of an appropriate starting salary is of great importance.

The staff looked at various means for arriving at a starting salary, and different criteria are shown in Table 2. The range is from $6,730 (which is the minimum a beginning bachelor's degree teacher would receive under present state law in 1975-76) to $8,012 (which is based on the national average teacher's salary, projected to 1975-76).

Cost of Index Model: In order to see how much the index model would cost, the staff collected data on the number of teachers and principals at each experience and degree level falling within the state schedule for the past six years. The number of teachers and principals in each category was then projected for 1975-76 so that the funding required for a model could be known. (See Table 3.) Increases were anticipated in the number of special education teachers.

In accordance with the 1975-76 budget request of the State Department of Education, prepared by the Louisiana School Boards Association Finance Committee, the staff projection includes 1,234 new special education teachers and therapists. Of this number, 564 are expected to teach the full year; the other 670 will teach varying parts of the school year, beginning their work as new special education classes are formed in the local systems. The projected number of regular teachers is 155 less than that for 1974-75, since the increase of special education services is expected to reduce the number of students in regular classes.

The projected costs are for teacher salary increases only. (Principals are included to the extent that the state pays a portion of their salaries based upon their experience and degrees as though they were teachers.)

Increased teacher retirement costs to the state are not included in the staff cost projections. However, higher teacher salaries paid by the state would automatically mean that state costs for teacher retirement would also increase. The state cost of teacher retirement is 8 percent of salaries paid by the state.

The projected costs do not contemplate salary increases for school employees such as bus drivers and school lunch workers nor increased retirement costs for these employees. Compensation of these other school employees is a separate issue which should be considered apart from teachers salaries. The staff has not had the opportunity to research this issue at this time. However, see committee recommendations, Chapter XII, which request increases for all school employees.

For purposes of comparison, the following information is pertinent:

State support of teachers' salaries, including the increase granted by Act 52, 1975 Ex. Sess., is $340 million for 1974-75. This information was obtained from the School Finance and Statistics Section of the Louisiana State Department of Education. The cost of teachers' salaries for 1974-75 includes $8.6 million appropriated by Act 52 of the 1975 Ex. Sess. for increases for half a year. Act 52 actually appropriated $15.6 million out of the State Public

School Fund for salary raises, but the $15.6 million includes not only teacher salaries but other school employees as well, plus accompanying increases in state contributions for retirement resulting from higher salaries.

The 1974-75 cost of teachers' salaries also includes $700,000 for salaries of 172 special education teachers added after the beginning of the year.

A full year's implementation of Act 52 of the 1975 Ex. Session ($400 or 5 percent, whichever is greater) for 1975-76 must take into consideration not only the cost of the salary increase for a full year, but also an increase in the number of teachers and normal increments due to added experience and degrees acquired by teachers. The staff estimates the full cost of teachers' salaries for 1975-76 to be $358 million, an increase of $18 million above 1974-75. The $18 million increase consists of about $9 million for additional special education teachers and $9 million for "annualizing" the 1975 salary increase.

When funded at a starting salary of $6730, the index model would cost $369 million, an increase of $29 million over the 1974-75 state salary cost, and $11 million over the 1975-76 projected costs under the present schedule.

Increasing the starting salary to $7000 would require $384 million and increase funding by $26 million over 1975-76 projected costs under the present schedule.

A starting salary of $7250 would call for $397 million to fund the model, an increase of $39 million over projected costs of the present schedule for 1975-76.

To fund the model at a starting salary of $7500 would require $411 million, an increase of $53 million over projected costs of the present schedule for 1975-76.

These projected costs under different starting salaries are shown in Table 4.

Table 1

INDEXED SALARY SCHEDULE MODEL

Example for Louisiana

Years of Experience	Bachelor's Degree	Master's Degree	Master's Degree Plus 30*	Specialist in Education	Ph. D. or Ed.D. Degree
0	100	108	116	124	126
1	104	112	120	128	130
2	108	116	124	132	134
3	112	120	128	136	138
4	116	124	132	140	142
5	120	128	136	144	146
6	124	132	140	148	150
7	128	136	144	152	154
8	132	140	148	156	158
9	136	144	152	160	162
10	140	148	156	164	166
11		152	160	168	170
12			164	172	174

* Master's degree plus 30 graduate hours.

Table 2.

STARTING SALARY FOR BEGINNING BACHELOR DEGREE TEACHERS BASED ON DIFFERENT CRITERIA

The staff presents the following yearly salaries for beginning bachelor degree teachers with no teaching experience based on different criteria. The salary figures are arranged from low to high, $6730 to $8020. With each salary base, the rationale is given.

Beginning Salary	Rationale
$6730	This salary is based on present law, i.e., the beginning salary provided by Act 397 of 1968 plus 5.5% cost-of-living provided by Act 14 of 1973 Ex. Sess. plus $400 or 5% cost-of-living provided by Act 52 of 1975 Ex. Sess.
$6994	This salary is based on 1973-74 national average monthly salary offers to beginning bachelor degree holders by functional area, as provided by the College Placement Council. An overall average of offers was taken. An estimate of the 1975-76 average was projected, assuming a growth rate equal to the average growth rate of 1973-74 over 1972-73. This projected 1975-76 monthly average was $924. A nine month work year at this rate would call for a yearly salary of $8316. At 1973-74 levels, state funding for this salary would be 84.1% or $6994.
$7090	This represents a 12% increase over the original 1974-75 starting salary of $6330, i.e., excluding the $400 increase authorized by a 1975 special session act. An increase of this amount has been recommended by the State Board of Education.
$7211	The National Education Association estimate of average teacher salary for 1974-75 is $11,513. Assuming a growth rate of 6½% per year - the average of reported rates from 1968-69 through 1974-75 - the projected average teacher salary for 1975-76 would be $12,261. The following factors were applied to this average to yield

(Continued)

Table 2 (Continued)

Beginning Salary	Rationale
	the beginning salary of $7211: 84.1% - level of state funding for teacher salaries, 1973-74; 77.7% - the percent starting salary was of average salary in Louisiana, 1973-74; 90.0% - an estimate of the percent Louisiana cost-of-living is of national.
$7306	Act 355 of 1972 provided for full implementation of the salary schedule of Act 397 of 1968 in 1973-74, and authorized cost-of-living salary adjustments for that year and succeeding years based on increases or decreases in the Consumer Price Index for the calendar year prior to the school year. The Consumer Price Index for Urban Wage Earners and Clerical Workers, 1967 through 1974, indicates annual percent increases of 3.3% for 1972, 6.2% for 1973, and 11.0% for 1974. Applying these increases successively to the $6000 base of Act 397 yields a 1975-76 starting salary of $7306.
$7627	The 1970 U.S. Census, Detailed Characteristics, Louisiana, indicates that the average income of men and women in Louisiana with four or more years of college was $9916 in 1969. Applying per capita personal income increases in Louisiana for the succeeding years yields a projected annual income of $15,562 for Louisiana college graduates when projections are carried to mid-1975. This income level was adjusted by applying these factors: 9/12, since teachers work 9 of 12 months; 84.1%, level of state funding of teacher salaries, 1973-74; 77.7%, the ratio of beginning to average teacher salary, 1973-74.

(Continued)

Table 2 (Continued)

Beginning Salary	Rationale
$7990	This salary was derived by the same method as the $7627 discussed above, but projections were carried to the end of 1975.
$8012	This figure is based on National Education Association estimates of the national average teacher salary, projected to 1975-76. It differs from the $7211 listed above in that no adjustment was made for cost-of-living differences between Louisiana and the nation as a whole. The staff survey of beginning salaries offered by Louisiana firms did not, in general, reflect these differences. Louisiana's state civil service beginning salaries, however, do average at 91% of federal civil service beginning salaries. This difference may reflect cost-of-living variance.

Table 3.

ESTIMATE OF NUMBER OF TEACHERS AND PRINCIPALS PAYABLE WITHIN STATE SALARY SCHEDULE, 1975-76

(Includes Regular and Special Education Teachers)

Years of Experience	Two Years College	Three Years College	Bachelor's Degree[a]	Master's Degree[c]	Master's Degree + 30	Spec. in Educ.	Ph. D. or Ed. D. Degree
0	1	9	1225	99	1		
1	1	5	1966	163	1		2
2	1	4	2248	255	3		1
3	0	3	2188	539	5	2	1
4	1	3	1933	489	15	1	1
5	1	2	1686	546	41	2	1
6	1	3	1401	616	42	10	2
7	1	4	1177	595	61	8	3
8	2	7	1111	681	102	5	2
9	0	5	1046	561	153	10	7
10	29	91	9471[b]	515	159	15	5
11				5070	235	20	6
12					4042	129	120
TOTAL	38	136	25,452	10,129	4860	202	151

TOTAL TEACHERS, ALL DEGREES - 40,968

[a] Includes 124 trade instructors paid at bachelor degree rates.

[b] Includes 25 nondegree teachers with lifetime certificates and 15 or more years experience who may be paid the same as a bachelor's degree teacher.

[c] Master's degree plus 30 graduate hours.

Table 4.

COST OF FUNDING INDEX MODEL EXAMPLE
AT VARYING SALARY LEVELS

Starting Salary	Funding Cost*	Average Teacher Salary Paid by State	Average Teacher Salary State & Local**
$ 6,730	$369,000,000	$ 9,008	$ 10,711
7,000	384,000,000	9,369	11,140
7,250	397,000,000	9,702	11,536
7,500	411,000,000	10,036	11,933

* Includes nondegree teachers with no increase over present salary except for 25 paid at bachelor's degree rates with lifetime certificates and 15 or more years experience and 124 trade instructors also paid at bachelor's degree rates.

** Based on 1973-74 ratio of 84.1% of average teacher salary funded by state.

2. Extend Number of Days in School Year

Some states and local school systems pay teachers for more than 180 days. An alternative for increasing teacher pay rates is that Louisiana also institute this procedure.

The staff recommends as one alternative that the school year be lengthened to 190 days, but that the 10 days of extra pay be on an optional basis with teachers. If teachers chose to take advantage of this program, their payment per day would be based on their annual salary. Teachers could work the ten days prior to the beginning of the school term, or during the year. Time spent could be for school preparation or personal development.

Guidelines for professional development programs should be set by the State Department of Education and approved by the State Board for Elementary and Secondary Education. A specially constituted group representative of professional educators, personnel of the Louisiana State Department of Education, administrators of local systems, representatives of classroom teachers, and representatives of the lay public should formulate the guidelines. The state guidelines should identify the kinds of teacher activities and experiences acceptable for professional developmen programs. Guidelines should be sufficiently broad to allow local systems to develop programs to meet needs of the teachers and the locality. The following types of activities should be included in the state guidelines:

1. Attendance at professional meetings and seminars.
2. Participation in curriculum and other similar workshops.
3. Participation in faculty studies.
4. Development and evaluation of innovative programs in the classroom.
5. Sponsorship of extra- or co-curricular student activities for which remuneration is not presently given.
6. Preparation and publication of professional articles or other writing related to teaching in professionally recognized publications.
7. Development of curriculum guidelines.
8. Creative production in the arts.

State guidelines and development of local programs could occur during 1975-76 for implementation the following year, 1976-77. Classroom teachers as well as administrators and central office personnel should be involved in planning local programs. The local programs should cover a broad range of acceptable teacher activities and experiences, and should include programs for teachers at different levels and subject fields or areas of interest. In addition, local programs would have to be specific: dates for workshops, seminars and other professional meetings would have to be scheduled as to time and topics covered so that teachers could plan their activities.

Prior to implementation, local professional development programs should be approved by the State Board of Elementary and Secondary Education.

Payment for 10 extra days per year would mean a 5.6 percent increase in teacher pay. The state could assume the full cost, or it could be financed on a shared 90-10 basis with local systems.

3. Personal Development Programs Based on Contract and Point System

Another variation would be to formulate personal development programs, and quantify the activities according to points. Teachers would draw up a personal development plan encompassing a year or several years, with a stipulated number of points to be earned during the period. The plan would have to be approved locally and according to state guidelines. Individual plans should be regarded as a contractual obligation between the teacher and the local school board. A listing of teachers entering such personal development programs, together with the number of professional development units each had contracted to complete, would be forwarded to the State Department of Education.

The procedure for formulating acceptable activities would be similar to the procedure discussed above for payment for extra days. Activities not listed above should be included in a personal development program extending over a year or several years, i.e., advanced college coursework and travel related to education. College studies should be structured into a planned program, related to a teacher's job and approved by the local school board prior to completion. Educational travel should also be planned and approved in advance by the local school board.

At the end of the completion of a teacher's approved personal development program, the teacher would be granted an increase — perhaps 10 percent above his regular salary. This increase could be funded entirely by the state, or paid on a shared responsibility of 90 percent state and 10 percent local.

4. Differentiated Staffing

Differentiated staffing offers possibilities for improving the quality of education in Louisiana by utilizing different talents and abilities of teachers as well as other personnel who can perform tasks now assigned teachers that are not of a teaching nature.

Increasingly, local school systems are employing teacher aides, teacher assistants, clerical and other personnel to perform nonteaching duties.

The committee staff collected information on nonteaching duties of Louisiana's teachers, but did not have sufficient time to formulate conclusions and recommendations.

As already noted, differentiated staffing is a plan whereby the educational staff, including classroom teachers, are assigned at various levels of responsibility and pay. Local school systems have unique needs, and differentiated staffing should be developed with local requirements in mind. In addition, differentiated staffing would require a restructuring of faculty responsibilities and possibly changes in physical facilities. For these reasons, the staff perceives that differentiated staffing could not be implemented immediately, nor statewide.

The staff does recommend that the state encourage local systems to develop their own differential staffing arrangements, and that it provide assistance in such development. Personnel of the State Department of Education should also assist in the formulation of a salary schedule which will reflect remuneration for varying degrees of professional responsibility among teachers.

5. Salaries Based on Certification

I. Bases for the Proposal

This proposed Teacher Certification Model for Louisiana is based on the following assumptions:

A. That state teacher certification standards and practices reflect the educational philosophy and major concerns of the state.

B. That teacher certification standards and practices constitute an instrument for achieving educational goals.

C. That inservice training can improve teaching performance.

D. That officials and professional personnel of local school systems, in cooperation with state agencies, can make appropriate decisions regarding professional development.

E. That among the goals of state teacher certification standards and policies are:

1. To retain those teachers who possess effective instructional skills and who have demonstrated competence in helping students to grow and learn.
2. To stimulate teachers' continued professional growth and improvement through such means as advanced study, research and participation in innovative and constructive programs.
3. To encourage effective and productive teaching.
4. To provide opportunities for teachers to achieve professional satisfaction and achievement as teachers, thus reducing the need for them to seek administrative positions.
5. To encourage school systems to strive continually to improve their programs and organization in the interest of increasing the academic achievement of students.

These assumptions for continuing professional growth of teachers are consistent with standards of the Southern Association of Colleges and Schools for accreditation of elementary and secondary schools.

The Southern Association standards for elementary schools (Area G, Personnel, Standard 5) provide in part:

> " 5. ...Furthermore, each member of the instructional staff shall be required to earn at least six (6) semester hours of college credit during each five (5) year period of employment or the equivalency as approved by the State Committee until he has earned thirty (30) semester hours of graduate credit or until he has reached the age of sixty (60) whichever comes first. These six (6) semester hours or their equivalency shall be in those areas of work designed to increase the competency of the teacher in the area or at the grade level being taught."

Similarly, the Southern Association standards for secondary schools (Principle E, Standard 1) provide in part:

> " 2. (c) Each member of the instructional staff shall be required to earn at least six (6) semester hours of college credit during each five (5) year period of employment or the equivalency as approved by the State Committee until he has earned thirty (30) semester hours of graduate credit or until he has reached the age of 60, whichever comes first. These six semester hours or their equivalency shall be in those areas of work designed to increase the competency of the teacher in the area or grade level being taught. At least 25 percent of the instructional staff shall have earned a master's degree or be engaged in a program leading to such a degree."

A proposed salary index based on professional development through renewal of certificates is shown in Table 5.

Table 5.

A PROPOSED INDEX SALARY MODEL FOR LOUISIANA BASED ON CERTIFICATION RENEWAL

Years of Experience	Provisional Certificate	Standard Certificate	Professional Certificate	Advanced Professional Certificate
0	100			
1	105			
2	110			
3		120		
4		125		
5		130	140	
6		135	145	
7		140	150	160
8		145	155	165
9		150	160	170
10		155	165	175
11		160	170	180
12		165	175	185
13			180	190
14			185	195
15				200
16				205
17				210
18				215

NOTES ON THE PROPOSED SALARY SCHEDULE FOR LOUISIANA
SHOWN IN TABLE 5.

1. The salary schedule has been constructed on an index basis with 100 being the starting salary for a beginning teacher.

2. The salary schedule expresses the levels or types of teaching certificates presented in the proposed teacher certification model for Louisiana.

3. The schedule reflects the criteria for a teacher's salary schedule index as discussed in Chapter VIII.

4. The schedule expresses annual increments for each type of certificate or level of certificate by a factor of 5.

5. The schedule has been designed to provide incentive for continual professional growth.

6. The teacher is rewarded by a factor of 10 when he qualifies for a higher certificate.

7. The schedule recognizes advanced preparation.

8. The number of increments for each certification level is related to the proposed requirements for issuing and renewing certificates. To illustrate, there are only two (2) increments for a provisional professional certificate, because it expires after a duration of three (3) years; there are nine (9) increments for a standard professional certificate, because the maximum number of years that a teacher should work on this certificate is ten (10): issued for five (5) years and renewed for one five (5) year period.

9. When a tenured teacher does not qualify for a higher certificate, his salary is frozen at the level of the expiring certificate.

II. Types of Certificates

The following types of teacher certificates will be issued to individuals who are eligible for employment in the public school system of Louisiana:

-Provisional
-Standard
-Professional
-Advanced Professional

A. Provisional Certificate

The Provisional Certificate is a probationary certificate valid for three (3) years, and is not renewable. The certificate will be issued to an applicant who has had no teaching experience, if he has completed the following requirements:

1. Completion of a regionally accredited and state approved bachelor's degree program which meets certification requirements.
2. Has met all certification requirements for a teaching field.
3. Has a major in at least one subject-matter field.
4. Recommendation by a responsible official of the institution from which he received the degree, verifying that the applicant has demonstrated competencies for effective teaching.

B. Standard Certificate

1. The Standard Certificate is valid for five (5) years and it is issued to an applicant if he has completed the following requirements:
    a. Three (3) years of successful teaching experience on a Provisional Certificate.

b. Six hours of additional college study in an area of the applicant's assessed needs or the equivalent participation in a professional advancement program.

c. Recommendation by the superintendent, based on the local school system's assessment of the applicant's teaching performance.

2. Renewal Requirements. The Standard Certificate is renewable for one five-year period on the following bases:

a. One (1) year of teaching on a Standard Certificate.

b. Completion of one of the following during the previous five years:

(1) Six hours of additional study towards the completion of a master's degree in the applicant's major field.

(2) Six hours of additional study in an area of his assessed need; or the equivalent participation in a State Board of Elementary and Secondary Education approved inservice training program developed by the employing school system.

(3) One hundred fifty (150) professional development units on the approval of the State Board of Elementary and Secondary Education.

c. Recommendation of the employing superintendent based on the local school system's assessment of the applicant's teaching performance.

C. Professional Certificate

1. The Professional Certificate is valid for five (5) years and it is issued to an applicant who meets the following requirements:

    a. Qualified for a Standard Certificate.

    b. Has five (5) years of successful teaching experience.

    c. Earned a master's degree in the applicant's special field or area from a regionally accredited graduate school.

    d. Recommendation of the most recent employing superintendent based on the local school system's assessment of the applicant's teaching performance.

2. Renewal Requirements. The Professional Certificate may be renewed for a five-year period on the following bases:

    a. Completion of one of the following:

        (1) Six hours of additional college study approved by the employing superintendent as being relevant to the applicant's teaching field; or the equivalent participation in a state approved inservice training program developed by the employing school system.

        (2) Participation in an organized program planned to improve the applicant's competence in his teaching position.

        (3) One hundred fifty (150) professional development units on the approval of the State Board of Elementary and Secondary Education.

b. Recommendation of the employing superintendent, based on the system's evaluation of the applicant's teaching performance.

c. One year of teaching on the expiring certificate.

D. Advanced Professional Certificate

1. The Advanced Professional Certificate is valid for six (6) years and it represents the highest teacher certificate to be issued in Louisiana. The holder of this certificate is expected to demonstrate commitment to continuous professional improvement. It will be issued to an applicant who meets the following requirements:

   a. Holds a Professional Certificate.

   b. Completed an organized program of thirty or more hours above the master's degree, or a specialist degree or a doctorate degree. The employing superintendent must verify that the program is related to the applicant's teaching assignment.

   c. Has two years of teaching on a Professional Certificate.

   d. Recommended by the employing superintendent, based on the applicant's assessed teaching performance.

2. Renewal Requirements. This certificate is valid for six (6) years and it is renewable for an indefinite number of six-year periods on the following bases:

   a. The applicant must present evidence of having accrued one hundred eighty (180) professional development units during the period of the expiring certificate.

b. Recommendation of the employing superintendent based on and assessment of the applicant's performance.

III. Professional Development Units

The State Legislature will authorize the State Board of Elementary and Secondary Education to appoint a Statewide Committee on Professional Development to formulate recommendations on:

A. Criteria for approving professional development units.

B. Procedures for granting professional development units.

C. Areas of experiences and activities yielding professional development units.

D. A plan for converting professional advancement activities to professional development units as illustrated below:

1. Active involvement in a one-day conference equals three (3) development units. (PDU's)
2. Earning three semester hours of college credit equals twenty-five (25) PDU'S.
3. Completion of a one-week workshop equals fifteen (15) PDU'S.
4. One week of educational travel equals fifteen (15) PDU'S.

E. Teachers may earn professional development units for renewing certificates by participating in such educational activities as listed in the following:

1. Organized program of educational travel.
2. Active involvement in educational meetings and conferences.
3. Creative production in the arts.
4. Supervising student teaching.
5. Participation in workshops sponsored by a university or jointly by a university and a local school system.

6. Participation in an inservice improvement program sponsored by the local school system.
7. Formal college study.
8. Development of innovative instructional programs.
9. Independent study.
10. Publishing articles in professional journals.
11. Working with local and state agencies on programs which are related to education.

This list will be extended by the State Committee on Professional Development.

E. The State Committee membership of fifteen (15) will consist of representatives of the following:

1. State Department of Education
2. Classroom teachers
3. Higher educational institutions
4. Local school superintendents
5. School administrators
6. Lay public

The state committee could be composed of the same representation as recommended for a State Certification Commission discussed below. See also committee recommendations, Chapter XII, which envision a single state committee to advise the State Board on Elementary and Secondary Education on certification.

IV. Local School System Committee

Each parish or city system will be required to appoint a Professional Development Committee. This committee will have as its major responsibility certifying to the State Board of Elementary and Secondary Education that professional development units submitted by applicants for renewing certificates are related to their teaching positions and may improve their competencies.

The local committee membership of twelve (12) will consist of classroom teachers, administrators, local school board members, local school superintendent's staff, a member of a higher education institution and the lay public. (See Chapter XII for committee recommendations regarding size, composition and selection of local committees.)

V. Local System Inservice Training Program

A local school system may develop a program for the inservice improvement of its teachers. If participation in the inservice training program is to be applied towards meeting requirements for the renewal of certificates, the program must be submitted to the State Board of Elementary and Secondary Education for approval. Additionally, it is required:

A. That the program be related to both the needs of the teachers and those of the school system.

B. That representatives of classroom teachers, school administrators, superintendent's staff, local school board, parents and other lay public be involved in the development of the program.

C. That the program be approved by the local school board.

D. That provisions be made for evaluating the effectiveness of the program.

VI. Local Teacher Assessment Program

The State Legislature will require that each local school system establish a Teacher Evaluation and Assessment Committee to formulate plans for assessing the performance of holders of Provisional Certificates (probationary teachers) and the performance of teachers who are applying for the renewal of certificates. The committee membership must include:

A. Representatives of classroom teachers with Standard, Professional and Advanced Professional Certificates.

B. Representatives of school administrators.

C. Representatives of the local school superintendent's staff.

D. Representatives of the local school board.

All plans must be approved by the State Board of Elementary and Secondary Education.

The State Board of Elementary and Secondary Education will appoint a committee to formulate rationale, criteria and guidelines for assessing teaching performance.

VI. Transition from Current Certification Standards

The proposed certification standards will not apply to teachers who are holders of state life certificates, Type A and Type B. All teachers with expiring probationary certificates will be required to apply for Standard Certificates.

Establishment of a State Teacher Certification Commission

Chapter VII, which relates to state teacher certification standards and practices commissions and boards, revealed that there is a national trend toward the establishment of State Teacher Certification Standards and Practices Commissions and Boards, that in twenty five states teachers are given the opportunity to share in the governance of the teaching profession through their representation on teacher certification commissions and boards; that with the exception of two states, California and Oregon, teacher certification commissions and boards are not autonomous agencies; and that there has been the tendency for the membership of State Teacher Certification Standards and Practices Commissions to be representative of all the major groups actively involved in the development and administration of the public schools.

Based on the findings of Chapter VII, the following presents recommendations relating to the establishment of a State Teacher Certification Commission for Louisiana:

1. Creating the State Teacher Certification Commission. It is recommended that the State Board of Elementary and Secondary Education establish a State Teacher Certification Commission with a membership of fifteen, serving three-year staggered terms. Members should be ineligible for successive terms.

2. Membership. It is recommended that the membership of the Commission be representative of the following:

Public School Teachers	4
School Principals	2
Local School Superintendent	1
Louisiana School Boards Association	1
State Department of Education	1
State Board for Elementary and Secondary Education	1
Higher Educational Institutions	1
Lay Public (Parents)	2
Business and Industry	1
Labor	1

It is to be noted that an effort has been made to include as members of the Commission representatives of both the producers of the educational product (teachers), the educational product itself (students) and the consumers of the product (public). This membership composition seems to be justified on the grounds that teaching is a public service profession.

Opportunities should be provided for the groups included on the Commission to make nominations for their respective representatives.

3. Budget. It is recommended that the State Legislature appropriate an annual operating budget to employ a professional staff and to finance the work of the Commission.

4. Duties and Responsibilities. It is recommended that the responsibilities of the Commission consist of the following:
   a. Developing requirements for teacher certification.
   b. Developing standards for the accreditation of teacher education programs in colleges of education.

c. Developing teacher performance standards.

d. Developing standards for retaining teachers in the teaching profession.

e. Developing standards and procedures for monitoring the ethical behavior of teachers.

f. Conducting hearings on matters pertaining to suspension and revocation of certificates.

g. Conducting studies and research on matters related to the improvement of teachers.

5. Working Procedures. It is recommended that all actions of the Commission be subject to the approval of the State Board for Elementary and Secondary Education. Actions of the Commission should be forwarded to the State Board for Elementary and Secondary Education by the State Department of Education after it has had sufficient time to assess the recommendations.

CHAPTER XII

REPORT TO THE GOVERNOR BY THE GOVERNOR'S EDUCATION STUDY COMMITTEE

(Adopted April 24, 1975)

The Governor's Education Study Committee was charged with studying various facets of public education. The top priority of the committee focused on the question of teacher pay and, because of the shortness of time, both the committee and staff devoted most of their time to this question.

The opinion surveys commissioned by the Governor's Education Study Committee revealed that teacher pay is in the forefront of concern to teachers. Principals ranked increased teacher pay as their second priority, followed only by concern for student discipline. The public, on the other hand, had less concern over higher teacher pay, but over half of the public did feel teachers were not paid enough.

Research by committee staff revealed that teachers' salaries compared with other professions are usually low on an annual basis. Teachers' salaries compare somewhat more favorably on a monthly basis (nine months' for teachers), particularly with professions not involving scientific and technical fields.

Salaries paid teachers in Louisiana compared with teacher pay levels in other states show Louisiana is quite low, even allowing for cost of living differences. Average teachers' salaries in Louisiana rank low not only among the 50 states, but even among the 13 neighboring southern states. Estimates for the current 1974-75 year show Louisiana ranks 38th among the 50 states and 7th among the 13 southern states. Louisiana's standing has been dropping in recent years, indicating other states are making a greater effort. Comparisons of Louisiana teachers' salaries as a percentage of the national average and of the south also reveal that Louisiana teacher pay is relatively low.

The committee's recommendations on teachers' salaries envision new approaches: (1) the proposed new schedule is structured to permit greater equity and to facilitate future changes and (2) a new salary inducement approach through certification should increase teacher competencies and hence, the quality of education.

In your charge to the committee, the possibility of basing teacher pay on strengthened certification requirements was mentioned:

> "It should be more important to all of us to make certain that our teachers constantly renew themselves by being required to become recertified at least every five years. I would hope that the State Board of Education would move to strengthen the certification standards so that no teacher in the future who is unqualified can become certified. Increases might be contingent on meeting new and higher recertification requirements."

The following recommendations have been adopted by the committee by a majority vote of the membership. The committee regrets that, due to the limitations of time, it could not delve into more areas which are of major concern. An enumeration of those areas in which research has not yet been completed as well as areas in which it was not possible to initiate research follow the recommendations of the committee.

RECOMMENDATION 1: NEW STATE TEACHER SALARY SCHEDULE

It is recommended that the legislature enact a new state teacher salary schedule which would grant all teachers an increase.

1. The recommended new salary schedule should be based on an index. The present state schedule is a composite of varying approaches of the past, and does not treat all teachers equitably in terms of annual increments and degrees attained.

An indexed salary schedule has several advantages. It permits equitable policies in terms of experience, training level and any other factors infused into salary levels. It has the further advantage of permitting future salary changes by merely changing the starting salary for beginning bachelor's degree teachers, since salaries of all other categories are expressed as a percentage of this base figure.

2. For 1975-76, it is recommended that all teachers be paid according to the salary schedule for Option I. The starting salary for beginning bachelor's degree teachers would be $7,500. Under the index schedule, the average teacher salary would be $9,746, an increase of approximately 11 percent above the teacher salary schedule in effect for 1975-76 under present law. Most teachers would receive a $900 to $1,000 raise. These salaries would be paid by the state and do not include local supplements. (See Table 1.)

3. The index schedule embodied in the Option I pay plan grants all teachers a yearly experience increment of 3.5 percent of base pay. An increment of 8 percent of base pay is granted to teachers with a master's degree. Additional increments of 7 percent, 10 percent and 14 percent over the master's degree level are given for persons attaining the master's plus 30 graduate hours, specialist in education and doctorate, respectively. (See Table 2.)

The dollar difference between the present state schedule and that proposed under Option I is shown in Table 3.

4. The recommended salary schedule for 1975-76 would require $399 million, including $18 million to "annualize" the increase granted by the 1975 special session plus provision for additional special education teachers. The cost of funding the new salary schedule in 1975-76 would be $41 million over the 1975-76 schedule as presently authorized by law. (See Table 1.)

5. An added salary schedule, Option II, would go into effect for 1976-77. Teachers employed prior to July 1, 1976 who elect to work under Option I would continue to be paid under this schedule. However, newly hired teachers and others electing to follow the professional development program, discussed under Recommendation 2, would be paid according to the salary schedule of Option II.

The Option II salary schedule provides increments which are 3 percent above salaries under Option I, except for the first three years of teaching experience under all categories of certificates. (Salaries for the first three years of teaching experience would be the same under Option I and II.) Additional increments for experience are provided under Option II above those presently authorized. (See Table 4.)

Table 1.

INCREASES IN TEACHERS' SALARIES THAT WOULD RESULT FROM RECOMMENDATIONS OF GOVERNOR'S EDUCATION STUDY COMMITTEE

1) Average teacher salary paid by state:[a]

1974-75 -- $ 8,457

1975-76:
Present schedule $ 8,741
Recommended schedule $9,746[b]

Increase in average teacher salary paid by state under recommended schedule:

1975-76 over 1974-75 -- $ 1,289 or 15%
1975-76 over present
schedule for 1975-76 -- $1,005 or 11%[b]

2) State funds to finance teachers' salaries

1974-75 -- $340 million
1975-76 --
Present schedule -- $358 million[c]
Recommended schedule -- $399 million[b]

Increase, recommended schedule for 1975-76 over present schedule for 1975-76 -- $41 million or 11%

3) Cost per day: Average per teacher $54.15
Overall $2.2 million

4) Cost for teacher retirement:

1974-75 -- $27 million
1975-76 --
Present schedule - $28.6 million
Recommended schedule - $31.9 million

Increase in teacher retirement cost, recommended schedule for 1975-76 over present schedule for 1975-76 -- $3.3 million

[a] Includes salaries of principals paid by the state in accordance with their experience and degrees, the same as though they were teachers. The $9,450 average teacher salary for 1974-75, estimated by staff of the State Department of Education, does not include principals but does include local supplements. The staff of the SDE estimates that the average salary of instructional staff (teachers, principals, assistant superintendents and supervisors of instruction in special areas) for 1974-75 is $9,705 including local supplements.

(Continued)

Table 1.

(Continued)

(b) Excludes state payment of 174 nondegree teachers in line with recommendations of Governor's Education Study Committee. It is assumed that local systems would replace nondegree teachers with beginning bachelor degree teachers to conform with the number of teachers allotted and paid by the state. There would be little difference in initial cost for this change.

(c) Increase due primarily to additional special education teachers - 564 fulltime and another 670 who would be employed for varying portions of the school year as children are evaluated and placed in special education classes. Increase also results from full year financing of the $400 or 5 percent raise authorized by the 1975 Ex. Sess. The additional special education teachers would cost the state approximately $9 million, and the full year cost of the 1975 salary raise another $9 million.

Table 2.
RECOMMENDED TEACHER SALARY SCHEDULE, OPTION I
1975-76

YEARS OF EXPERIENCE	STANDARD		PROFESSIONAL		ADVANCED PROFESSIONAL (A)		ADVANCED PROFESSIONAL (B)		POST PROFESSIONAL	
	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY
0	100	$7,500	108	$8,100	115	$8,625	118	$8,850	122	$9,150
1	103.5	7,762	111.5	8,362	118.5	8,888	121.5	9,112	125.5	9,412
2	107	8,025	115	8,625	122	9,150	125	9,375	129	9,675
3	110.5	8,288	118.5	8,888	125.5	9,412	128.5	9,638	132.5	9,938
4	114	8,550	122	9,150	129	9,675	132	9,900	136	10,200
5	117.5	8,812	125.5	9,412	132.5	9,938	135.5	10,162	139.5	10,462
6	121	9,075	129	9,675	136	10,200	139	10,425	143	10,725
7	124.5	9,338	132.5	9,938	139.5	10,462	142.5	10,688	146.5	10,988
8	128	9,600	136	10,200	143	10,725	146	10,950	150	11,250
9	131.5	9,862	139.5	10,462	146.5	10,988	149.5	11,212	153.5	11,512
10	135	10,125	143	10,725	150	11,250	153	11,475	157	11,775
11			146.5	10,988	153.5	11,512	156.5	11,738	160.5	12,038
12					157	11,775	160	12,000	164	12,300

Key: (1) Standard: Requires a bachelor's degree.
(2) Professional: Requires a master's degree and is eligible for a standard certificate.
(3) Advanced Professional:
(A) Requires completion of an approved planned program of 30 hours beyond a master's degree and is eligible for a professional certificate.
(B) Requires completion of a specialist in education degree and is eligible for a professional certificate.
(4) Post Professional: Requires completion of a Ph. D. or Ed. D. degree and is eligible for an advanced professional certificate.

Table 3.

DOLLAR DIFFERENCE

PRESENT SALARY FOR 1975-76 AND PROPOSED SALARY, OPTION I FOR 1975-76

Years of Experience	Standard	Professional	Advanced Professional		Post Professional
			A	B	
0	$ 770	$ 1159	$ 1684	$ 1592	$ 1470
1	821	1210	1738	1644	1522
2	873	1262	1787	1695	1573
3	925	1314	1838	1748	1519
4	976	1365	1890	1798	1448
5	1027	1310	1784	1687	1378
6	1079	1256	1670	1563	1309
7	1131	1186	1544	1439	1240
8	1181	1116	1420	1313	1170
9	1110	1046	1295	1187	1099
10	1041	977	1170	1062	1029
11		908	1043	938	960
12			919	812	890

Key:
(1) Standard: Requires a bachelor's degree.
(2) Professional: Requires a master's degree and is eligible for a standard certificate.
(3) Advanced Professional:
  (A) Requires completion of an approved planned program of 30 hours beyond a master's degree and is eligible for a professional certificate.
  (B) Requires completion of a specialist in education degree and is eligible for a professional certificate.
(4) Post Professional: Requires completion of a Ph. D. or Ed. D. degree and is eligible for an advanced professional certificate.

Table 4.

RECOMMENDED TEACHER SALARY SCHEDULE, OPTION I, 1975-76
PLUS ADDITIONAL SALARY SCHEDULE FOR PROFESSIONAL DEVELOPMENT, OPTION II
(To Be Implemented in 1976-77)

YEARS OF EXPERIENCE	STANDARD SALARY SCHEDULE		PROFESSIONAL SALARY SCHEDULE		ADVANCED PROFESSIONAL SALARY SCHEDULE (A)		ADVANCED PROFESSIONAL SALARY SCHEDULE (B)		POST PROFESSIONAL SALARY SCHEDULE	
	REGULAR	PROF. DEV.	REGULAR	PROF. DEV.	REGULAR	PROF. DEV.	REGULAR	PROF. DEV.	REGULAR	PROF. DEV.
0	$7,500	$7,500	$8,100	$8,100	$8,625	$8,625	$8,850	$8,850	$9,150	$9,150
1	7,762	7,762	8,362	8,362	8,888	8,888	9,112	9,112	9,412	9,412
2	8,025	8,025	8,625	8,625	9,150	9,150	9,375	9,375	9,675	9,675
3	8,288	8,537	8,888	9,155	9,412	9,694	9,638	9,927	9,938	10,236
4	8,550	8,806	9,150	9,424	9,675	9,965	9,900	10,197	10,200	10,506
5	8,812	9,076	9,412	9,694	9,938	10,236	10,162	10,467	10,462	10,776
6	9,075	9,347	9,675	9,965	10,200	10,506	10,425	10,738	10,725	11,046
7	9,338	9,618	9,938	10,236	10,462	10,775	10,688	11,009	10,988	11,318
8	9,600	9,888	10,200	10,506	10,725	11,047	10,950	11,278	11,250	11,588
9	9,862	10,158	10,462	10,776	10,988	11,318	11,212	11,548	11,512	11,857
10	10,125	10,429	10,725	11,047	11,250	11,588	11,475	11,819	11,775	12,128
11		10,742	10,988	11,318	11,512	11,857	11,738	12,090	12,038	12,399
12		11,064		11,658	11,775	12,128	12,000	12,360	12,300	12,669
13				12,008		12,492		12,731		13,049
14				12,368		12,867		13,113		13,440
15						13,253		13,506		13,843
16						13,651		13,911		14,258

Key: (1) Standard: Requires a bachelor's degree.
(2) Professional: Requires a master's degree and is eligible for a standard certificate.
(3) Advanced Professional:
(A) Requires completion of an approved planned program of 30 hours beyond a master's degree and is eligible for a professional certificate.
(B) Requires completion of a specialist in education degree and is eligible for a professional certificate.
(4) Post Professional: Requires completion of a Ph. D. or Ed. D. degree and is eligible for an advanced professional certificate.

Table 5.

ESTIMATED COST OF FUNDING SALARY INCREASES FOR OTHER SCHOOL PERSONNEL 1975-76

422 Supervisors, Visiting Teachers		
At present schedule (12/9 of $10,080)		$5,671,680
Increase under recommended schedule		511,042
Retirement, 8%		494,618
6,627 Bus Operators		52,557,215
+ 10% on base compensation alone		2,617,480
Retirement, 8%		4,413,976
1,450 Special Education Aides		4,205,000
60 Bus Attendants		107,100
+ 10%		431,210
Retirement, 8%		379,465
10,958 Clerical, Custodial, Maintenance		
	69,553,558	
+ 10%	6,955,356	
	76,508,914	
X 85%		65,032,577
Retirement, 8%		5,202,606
8,521 Lunchroom Employees		28,259,472
+ 10%		2,825,947
Retirement, 3½%		1,087,990
Private, Parochial Lunch Employees		3,491,742
+ 10%		349,174
TOTAL		$177,638,294
Total excluding salary increases		164,134,738
Total increase 1975-76 recommended over 1975-76 present salaries		$13,503,556

RECOMMENDATION 2: TEACHER CERTIFICATION PLAN

The major goal of this recommendation is to improve the quality of teaching through a certification program based on continuing professional development with accompanying financial inducement.

The proposed teacher certification plan would have the following major features:

1. Teachers would be encouraged to continue their professional development through a salary inducement schedule. Presently employed teachers could choose not to enter into a professional development program without jeopardizing their salaries, certification or employment but such teachers would not receive the professional development salary increment.

2. Persons possessing a valid teacher certificate prior to July 1, 1976 need not be certified under Option II which calls for a professional development program. However, teachers initially employed after July 1, 1976 would be required to follow a professional development program under Option II and could not revert to Option I.

3. Teacher certificates would be renewed every five years under Option I and II. Option I requires only continuous teaching for renewal, as is the present policy. Under Option II, a teacher would have to accumulate at least 150 professional improvement points through participation in organized college study, local system inservice improvement programs and teacher-planned self-improvement programs.

4. A State Committee on Professional Development, consisting of 15 members representing various components of the school system and lay public, would be appointed to formulate criteria and procedures for granting professional improvement points and to maintain appropriate records.

5. A Local Committee on Professional Development, also representative of the school system and the lay public, would be named to certify that professional development plans of teachers were in compliance with state standards and to advise local school systems on needs as well as development of inservice programs.

6. Local school systems would plan and implement professional inservice programs to permit each teacher to accumulate at least half the required number of professional improvement points at the local system level.

7. The proposed professional development plan would be activated at the beginning of the 1976-77 school year since a year would be required to develop the procedures and inservice programs.

R. S. 17:411 empowers the State Board of Education to prescribe qualifications for certification of teachers. However, the present recommendation links teacher certification to teacher salaries and teacher salary schedules must be enacted and funded by the legislature. Therefore, the proposed teacher certification plan should either be established by legislative act, or the legislature should mandate the State Board of Elementary and Secondary Education to establish certification standards in conformance with the proposed plan for certification and the accompanying salary schedule.

DETAILS OF PROPOSED TEACHER CERTIFICATION PLAN UNDER RECOMMENDATION 2

1. Classes of Certificates

This certification plan offers to teachers two options: Option I permits a teacher to be certified on the basis of training and experience; and Option II permits a teacher to be certified on the basis of evidence of continuing professional development. Teachers who accept the Option II plan are expected to demonstrate a commitment to continuous professional development.

Option I will become effective July 1, 1975 and Option II, July 1, 1976.

The model's flexibility allows presently employed teachers to move from Option I to Option II, and vice versa, without jeopardizing their certification for continued employment. Teachers holding a valid certificate prior to July 1, 1976 will not be required to participate in Option II. Teachers initially employed after July 1, 1976 are required to follow Option II and may not later select Option I. The following classes of certificates will be issued to individuals who are eligible for employment in the public school system of Louisiana:

- Standard I and II
- Professional I and II
- Advanced Professional A, I and II and B, I and II
- Post Professional I and II.

2. Professional Development Programs

Applicants for Option II certificates must file with the local system professional development committee an approved plan for continuous professional development for the period of the five-year certificate in conformance with state guidelines and the local professional improvement program.

The applicant's plans must provide for the accumulation of a minimum of 150 professional improvement points (PIP's) during the five-year period in accordance with the following:

(1) Formal organized college study, 0-100 PIP's.

(2) Participation in local inservice programs, 50-150 PIP's.

(3) Teacher-planned self-improvement activities, 0-50 PIP's.

Local school systems shall make available inservice programs so that teachers can earn at least half of their required points through a local inservice program.

A participant in Option II may alter his plan during the five-year period with approval of the local professional development committee.

If an applicant completes his approved program of professional development during the five-year period of the certificate, he may renew his certificate under Option II by filing a new five-year plan. If an applicant fails to complete his approved program of professional development during the five-year period of the certificate, he may be granted an additional year to complete the program provided there were extenuating circumstances.

If an applicant under Option II who was employed prior to July 1, 1976 fails to complete his approved program of professional development during the five-year period of the certificate or an additional year if there were extenuating circumstances, his certificate will be renewed under Option I rather than Option II. He must accumulate those points that he failed to earn under Option II before he may reenter Option II.

3. Requirements for Certificates

A. STANDARD I AND II

Currently employed teachers have the option of applying for Standard I or Standard II.

General Requirements.

1. Completion of a regionally accredited and state approved bachelor's degree program which meets certification requirements.

2. Met all certification requirements for a teaching field.

3. Has a major in at least one subject-matter field or area.

4. Recommendation by a responsible official of the institution from which he received the degree, verifying that the applicant has demonstrated competencies for effective teaching.

STANDARD I is valid for an indefinite number of five-year periods on continuous use.

STANDARD II is valid for five years and will be issued to teachers who have filed with the local system professional development committee an approved plan for continuous professional development for the five-year period of the certificate.

Renewal Requirements. The Standard Certificate II is renewable on the following bases:

1. A minimum of one year of teaching on a Standard Certificate.

2. Successful completion of the approved five-year professional development plan as discussed above.

3. Filing of a new five-year professional development plan.

B. PROFESSIONAL I AND II

Currently employed teachers have the option of applying for Professional I or Professional II.

PROFESSIONAL I is valid for an indefinite number of five-year periods on continuous use and it is issued to an applicant who meets the following requirements:

1. Qualified for a Standard Certificate.

2. Earned a mster's degree in the applicant's special field or area from a regionally accredited graduate school.

PROFESSIONAL II is valid for five years and is issued to an applicant who meets the following requirements:

1. Qualified for a Standard Certificate.

2. Earned a master's degree from a regionally accredited graduate school.

3. Filed with the local professional development committee an approved five-year plan for continuous professional development.

Renewal Requirements. The Professional Certificate II may be renewed on the following bases:

1. Completion of the professional development plan under the expiring certificate.

2. One year of teaching on the expiring certificate.

3. Filing of a new five-year professional development plan.

C. ADVANCED PROFESSIONAL A, I AND II

Currently employed teachers have the option of applying for Advanced Professional A, I or II.

ADVANCED PROFESSIONAL A, I is valid for an indefinite number of five-year periods on continuous use. It will be issued to an applicant who meets the following requirements:

1. Is qualified for a Professional Certificate.

2. Completed a program of thirty or more hours above the master's degree. Persons who have initiated a program of 30 graduate hours beyond the master's degree as of July 1, 1975 will operate under the prior existing laws until June 30, 1980. Those persons initiating a program of 30 graduate hours beyond the master's degree must acquire the 30 additional graduate hours under a planned program.

ADVANCED PROFESSIONAL A, II is valid for five years. It will be issued to an applicant who meets the following requirements:

1. Is qualified for a Professional Certificate.

2. Completed a program of thirty or more hours above the master's degree. Persons who have initiated a program of 30 graduate hours beyond the master's degree as of July 1, 1975 will operate under the prior existing laws until June 30, 1980. Those persons initiating a program of 30 graduate hours beyond the master's degree must acquire the 30 additional graduate hours under a planned program.

3. Has two years of teaching on a Professional Certificate.

4. Filing of a five-year professional development plan.

Renewal Requirements. The Advanced Professional A, II is valid for five years and is renewable on the following bases:

1. Completion of the professional development plan under the expiring certificate.

2. One year of teaching on the expiring certificate.

3. Filing of a new five-year professional development plan.

D. ADVANCED PROFESSIONAL B, I AND II

Currently employed teachers have the option of applying for Advanced Professional B, I or II.

ADVANCED PROFESSIONAL B, I is valid for an indefinite number of five-year periods on continuous use. It will be issued to an applicant who meets the following requirements:

1. Is qualified for a Professional Certificate.

2. Completed a specialist in education degree.

ADVANCED PROFESSIONAL B, II is valid for five years. It will be issued to an applicant who meets the following requirements:

1. Is qualified for a Professional Certificate.

2. Completed a specialist in education degree.

3. Has two years of teaching on a Professional Certificate.

4. Filing of a five-year professional development plan.

Renewal Requirements. The Advanced Professional B, II is valid for five years and is renewable on the following bases:

1. Completion of the professional development plan under the expiring certificate.

2. One year of teaching on the expiring certificate.

3. Filing of a new five-year professional development plan.

E. POST PROFESSIONAL I AND II

Currently employed teachers have the option of applying for Post Professional I or II.

POST PROFESSIONAL I is valid for an indefinite number of five-year periods on continuous use. It will be issued to an applicant who meets the following requirements:

1. Is qualified for an Advanced Professional Certificate.

2. Holds a doctorate degree.

POST PROFESSIONAL II is valid for five years. It will be issued to an applicant who meets the following requirements:

1. Is qualified for an Advanced Professional Certificate.

2. Holds a doctorate degree.

3. Has two years of teaching on a Professional Certificate.

4. Filing of a five-year professional development plan.

Renewal Requirements. The Post Professional II is valid for five years and is renewable on the following bases:

1. Completion of the professional development plan under the expiring certificate.

2. One year of teaching on the expiring certificate.

3. Filing of a new five-year professional development plan.

4. State Committee on Professional Development

The state Legislature shall authorize the State Board of Elementary and Secondary Education to appoint a State Committee on Professional Development.

Composition of State Committee

The State Committee on Professional Development will consist of 15 members, to serve for three-year staggered terms. Membership shall be composed of representatives of the following:

State Board for Elementary and Secondary Education	1
State Department of Education	1
Classroom Teachers	4
Institutions of Higher Education	1
Local School Superintendents	1
Louisiana School Boards Association	1
School Principals	2
Lay Public	2
Business and Industry	1
Labor	1

This committee could also serve as a State Certification Council, which would act in an advisory capacity to the State Board of Elementary and Secondary Education, if the board wishes to establish such a council. (See Chapter XI for staff recommendations relating to establishment of a state certification commission for Louisiana.)

Responsibilities of State Committee

The State Committee on Professional Development shall formulate recommendations to the State Board of Elementary and Secondary Education regarding state guidelines on professional improvement points (PIP's).

1. Criteria for approving professional improvement points.
2. Procedures for granting professional improvement points.
3. Areas of experiences and activities yielding professional improvement points.
4. Serve as an appeals committee on certification.
    - (a) Both teachers and the local superintendent may appeal the decision or recommendation of the Local School System Committee on Professional Development to the State Board for Elementary and Secondary Education through the Statewide Committee and the State Department of Education.
    - (b) All actions and recommendations of the State Committee would be subject to approval by the State Board for Elementary and Secondary Education.
5. Plan for converting professional advancement activities to professional improvement points as illustrated below:
    - (a) Active involvement in a one-day conference equals 3 PIP's.
    - (b) Earning three semester hours of college credit equals 25 PIP's.
    - (c) Completion of a one-week workshop equals 15 PIP's.
    - (d) One week of educational travel equals 15 PIP's.
6. Maintain records on points earned by teachers participating in Option II. The State Board of Elementary and Secondary Education shall establish procedures for monitoring PIP's earned by teachers participating in Option II.

5. Professional Improvement Points

Teachers may earn professional improvement points (PIP's) for renewing certificates by participating in such educational activities as listed in the following, under guidelines approved by the State Board of Elementary and Secondary Education:

1. Participation in an inservice improvement program sponsored by the local school system.
2. Participation in workshops sponsored by a university or jointly by a university and a local school system.

3. Formal college study.
4. Development of innovative instructional programs.
5. Independent study.
6. Organized program of educational travel.
7. Supervising student teaching.
8. Creative production in the arts.
9. Active involvement in educational meetings and conferences.
10. Publishing articles in professional journals.
11. Working with local and state agencies on programs which are related to education.

This list will be extended and PIP's for each activity determined by the State Committee on Professional Development.

6. Local Professional Development Committee

Composition of Local Committee

Each parish or city system will be required to appoint a Local Professional Development Committee, to consist of 4 teachers, 2 principals, 2 representatives of the public and 1 instructional supervisor, all to serve three-year staggered terms.

In order to obtain teacher representation, each school within the local system will elect a teacher. Among those so elected, the president of the school board will draw 9 names as a nominating panel. Such panel will select the four teachers in proportion to the racial distribution of students in such systems, or as near as the proportion will permit.

Principals will elect 2 representatives; the school board will select 2 representatives of the public; and the instructional supervisory staff will select 1 representative.

Responsibilities of Local Committee

This committee will have as its major responsibility certifying to the State Committee on Professional Development (or the Teacher Certification Council) that professional improvement points submitted by applicants for entering Option II and for continuing in such program conform to state standards.

At the end of each year, participants in Option II shall submit a progress report on progessional development activities to the Local Professional Development Committee.

Actions and recommendations of the local committee will be submitted to the local school superintendent for approval. If the superintendent does not support the recommendation of the committee, the committee can override the superintendent by a two-thirds vote. The teacher or superintendent has the option of appealing the local decision to the state committee.

Responsibilities of Local School System

Each parish and city school system shall develop a program for the inservice improvement of its teachers. The local professional development committee shall advise the local school board as to types of programs needed.

RECOMMENDATION 3: SALARY INCREASES FOR OTHER SCHOOL EMPLOYEES

The committee recommends that other school employees be granted the following increases:

1. Supervisors and Visiting Teachers: Under the State Minimum Foundation Program, state appropriations for salaries of supervisors and visiting teachers are pegged at 12/9ths of the salary paid a teacher with a master's degree and 11 years' experience. This salary is $13,440 for 1975-76 based on present law, but would be $14,651 under the recommended salary schedule. This represents an increase of $1,211 or 9 percent per supervisor or visiting teacher.

2. Other School Employees: The committee recommends a 10 percent increase for salaries of school bus operators; bus attendants; special education aides; clerical, custodial and maintenance personnel; and lunchroom employees. School bus operators would receive the 10 percent increase on base compensation only and not operational expense. The full increase of 10 percent should be funded by the state for 1975-76 except for clerical, custodial and maintenance personnel. Since the state does not control the number or salaries paid clerical, custodial and maintenance personnel, it is recommended that the state pay only 85 percent of the cost of increases for such employees, and the local systems pay 15 percent. It is further recommended that allocations to local systems for such clerical, custodia and maintenance personnel follow the State Board of Education formula which is based on the number of teachers allotted by the state and employed by the local systems.

3. Cost: The cost of recommended salary increases for other school employees for 1975-76 would be $13.5 million above costs under the present system. Table 5 itemizes the increases.

The committee acknowledges that its recommendations for salary increases for various types of school employees are stopgap measures. Research is needed to formulate policies so that the state can effectively and equitably allocate salary funds to the various local school systems, and also provide ceilings on the amount of state funds required.

RECOMMENDATION 4: PAYMENT FOR ADDITIONAL INSERVICE DAYS

In Louisiana the state pays teachers for 180 days a year, although some other states provide payment for additional days devoted to professional development.

The number of days for which teachers are compensated should be extended by two days, beginning in 1975-76, and a day should be added each year, up to five days. These additional days should be devoted to in-service training approved by the State Board of Elementary and Secondary Education, and all teachers should be required to participate. The cost of two additional days in 1975-76 would be $4.4 million.

RECOMMENDATION 5: ELIMINATION OF STATE PAYMENT FOR NONDEGREE TEACHERS

Present state policy encourages local systems to employ teachers without degrees even though there is an ample supply of teachers with degrees.

To upgrade the profession, teachers lacking a degree should not be incorporated into the state minimum salary schedule except for the following:

1. Teachers with a lifetime certificate and at least 15 years experience who are now paid the same as a bachelor degree teacher. Lifetime certificates to nondegree teachers have not been issued since July 1, 1947; there are only 25 such teachers today. This provision is specified in R. S. 17:422.2 and should be retained.

2. Teachers in trade and industrial education who can substitute six years work experience for college work and are also paid the same as a bachelor degree teacher — approximately 124 such teachers. This provision is specified in a State Board of Education resolution of June 26, 1970 but should be incorporated into law as R. S. 17:422.2

RECOMMENDATION 6: STATE POLICY FOR TEACHING EXPERIENCE

Present law (R.S. 17:424) provides that teachers transferring from one public school system to another within the state be given credit for such experience, while R. S. 424.1 grants credit for teaching in the U. S. Armed Forces Institute School System. However, there is no statewide, uniform policy as to granting of credit for other types of teaching experience, even though the state bears the cost under the state salary schedule if credit is given by a local system.

The legislature should enact provisions for granting credit for teaching experience in the following instances:

1. Teaching in elementary or high schools in another state, provided there is reciprocity between Louisiana and other state.

2. Teaching at an institution of higher education, whether in Louisiana or another state, provided such teaching was on a fulltime basis and that there is reciprocity between Louisiana and another state for crediting out of state experience.

3. The State Board of Elementary and Secondary Education should formulate a uniform policy for granting credit, under the state minimum salary schedule for

teachers transferring to a public school system who had teaching experience at private or parochial schools, whether in Louisiana or in another state. There should be reciprocity between Louisiana and another state for crediting out-of-state experience. The legislature should grant the state board this authority.

The attorney general ruled in January 1975 that school boards do not have authority to grant credit for teaching experience at a parochial school.

4. The State Board of Elementary and Secondary Education should formulate a policy for granting experience credit for teachers from foreign countries as well as certification of such teachers.

RECOMMENDATION 7: PLANNED MASTER'S PLUS 30 HOURS PROGRAM

Teachers with a master's degree are allowed to earn 30 additional graduate hours and receive additional pay under the state schedule (R. S. 17:421.1). However, there is no requirement that such hours be in a planned program related to the teachers' duties and responsibilities at the present time.

The law should be amended to require the following:

1. After July 1, 1975, persons entering a program of 30 additional graduate hours must submit plans for acquiring such hours to the State Board of Elementary and Secondary Education for approval in a planned program. It should be the responsibility of the State Board of Elementary and Secondary Education to establish standards for a planned program of 30 graduate hours.

2. Persons who had initiated a program of 30 graduate hours beyond the master's degree as of July 1, 1975 could operate under the prior existing law until June 30, 1980.

3. Persons who had already acquired their master's degree plus 30 graduate hours prior to July 1, 1976 could continue to receive credit under the state minimum teacher salary schedule.

RECOMMENDATION 8: STATEWIDE COMPREHENSIVE INSURANCE PLAN FOR TEACHERS

The legislature should study and consider implementation of a comprehensive statewide insurance plan for teachers similar to the plan now provided for state employees.

The committee staff has collected data on present policies and practices of local school systems regarding insurance coverage now provided, the range of benefits and costs to the employer and employee. This data reveals considerable diversity among the various systems. However, the staff has not had time to tabulate the data nor formulate conclusions and recommendations.

OTHER AREAS NOT COVERED

The committee and staff made considerable effort to adequately critique various facets of education within the time allotted but was unable to complete its task. The committee staff did prepare reports on pupil-teacher ratios, accountability and merit pay programs, but the committee made no recommendations in these areas.

Studies Underway: The staff has collected data but has either been unable to tabulate, conclude and/or recommend in the following areas:

1. Salary policies concerning:
    a. Professional personnel other than classroom teachers.
    b. Substitute teachers.
    c. Bus operators.
    d. Lunchroom workers.
    e. Custodial and maintenance workers.
    f. Clerical employees.
    g. Teacher aides.
2. Local personnel policies concerning teachers:
    a. Hiring.
    b. Evaluation.
    c. Professional growth opportunities.
    d. Promotion.
3. Funding for instructional equipment and supplies by federal, state and local governments; money generated in schools through fees assessed parents and fund drives; and teachers' personal expenditures.
4. Fringe benefits for teachers:
    a. Insurance.
    b. Sabbatical leave.
    c. Dismissals under tenure.
5. Innovative programs of local school systems.
6. Nonteaching duties assigned teachers.
7. Policies and practices among Louisiana's public and private colleges of education regarding student practice teaching and student observation experiences.
8. ACT scores of college students in Louisiana - education majors and other students - which might be a segment of a study to determine if there is need to encourage top students to enter the teaching field.
9. Students presently enrolled in colleges of education in Louisiana. This might be a segment of a study on teacher supply and demand.

Studies Not Initiated:

1. The committee heard testimony regarding Louisiana's tenure law and provisions in other states. It was the feeling of some committee members that Louisiana's tenure law is not a problem, but implementation may be faulty.
2. Examination of Louisiana's assessment programs.
3. Review of standards for approval of schools and enforcement.
4. Various factors affecting the quality of instruction not included above as completed or underway.
5. Teacher education institutions, other than areas discussed above as underway.
6. The committee heard testimony regarding pilot programs underway in Louisiana concerning teacher competency based programs, but made no recommendations.

FUTURE COURSE OF STUDY

There has not been a comprehensive study of public education in Louisiana, certainly not for decades. There is a question as to whether some vehicle or mechanism should be established to continue the work initiated by the Governor's Education Study Committee so that a thorough study can be made of all aspects of elementary and secondary education in need of improvement. Such a study could also be the basis for formulating a meaningful master plan for elementary and secondary education. Act 513 of 1974 requires that the State Board of Elementary and Secondary Education prepare a master plan to include all phases of education under its jurisdiction; this is to be the board's first priority after its establishment.